

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140145 P015B140145

Vanderbilt Univ

Vanderbilt University Center for Latin American Studies
2014 NRC/FLAS Proposal
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LAC

OMB Number: 4040-0004

Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Vanderbilt University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

62-0476822

* c. Organizational DUNS:

9657171430000

d. Address:

* Street1:

Office of Sponsored Programs

Street2:

1400 18th Ave S, 3rd floor

* City:

Nashville

County/Parish:

Davidson

* State:

TN: Tennessee

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

37212-2809

e. Organizational Unit:

Department Name:

Ctr for Latin American Studies

Division Name:

Arts and Science

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Edward

Middle Name:

P.

* Last Name:

Fischer

Suffix:

Title: Director, Center for Latin American Studies

Organizational Affiliation:

Vanderbilt University

* Telephone Number:

615-322-2527

Fax Number:

* Email:

edward.fischer@vanderbilt.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

☒ Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Center Program and Foreign Language and Area Studies Fellowship Program

* 12. Funding Opportunity Number:

ED-GRANTS-84.015A,B

* Title:

National Resource Center Program and Foreign Language and Area Studies Fellowship Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Center Program and Foreign Language and Area Studies Fellowship Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="475,909.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="475,909.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title: * Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative:



* Date Signed:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix: First Name: Middle Name: Last Name: Suffix:

Address:

Street1:
Street2:
City:
County:
State:
Zip Code:
Country:

Phone Number (give area code)

Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Vanderbilt University (Center for Latin American Studies)

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	85,297	94,403	95,021	95,651		370,372
2. Fringe Benefits	10,865	10,596	10,710	10,826		42,997
3. Travel	52,800	50,800	46,800	47,800		198,200
4. Equipment						
5. Supplies	12,500	12,500	12,500	12,500		50,000
6. Contractual						
7. Construction						
8. Other	47,250	38,750	38,250	33,750		158,000
9. Total Direct Costs (lines 1-8)	208,712	207,049	203,281	200,527		819,569
10. Indirect Costs*	16,697	16,564	16,262	16,042		65,565
11. Training Stipends	250,500	250,500	250,500	250,500		1,002,000
12. Total Costs (lines 9-11)	475,909	474,113	470,043	467,069		1,887,134

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ **Yes** ☐ **No**
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: **7/1/2014** To: **6/30/2016** (mm/dd/yyyy)

Approving Federal agency: DHS Other (please specify): _____ The Indirect Cost Rate is **57%**

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %

Statement Regarding Equitable Access and Participation (GEPA Section 427)

Vanderbilt, and CLAS in particular, is committed to ensuring equitable access to, and participation in, our NRC and FLAS funded programs and resources. We focus on recruiting students, faculty, and staff from underrepresented groups. CLAS promotes diversity on campus, recently recognized for “strengthening the intellectual, racial, and cultural diversity of Vanderbilt.” Over 50% of LAS majors and minors come from underrepresented groups. We are able to achieve this diversity through:

- (1) actively recruiting graduate students from Fisk, Howard, and Spelman (reflecting our collaborations with these schools);
- (2) recruiting students through our collaboration with the Latino Young Achievers Program and our outreach programs to underserved schools;
- (3) providing intensive advising and additional support when needed;
- (4) through our faculty strengths and programs, especially our strengths in the Black Atlantic, Afro-Latin America, and slavery (ESSSS)

We will continue to actively recruit students from under-represented groups through these HBCU partners, our outreach programs in area K-12 schools, and by working with our admissions office. Our intensive advising program gives these students the support they need to succeed.

We also recruit faculty and staff from underrepresented groups: over 30% of LAS faculty are members of racial or ethnic minority groups, 38% are women, and 5% are over 65. Four of our six CLAS staff members are women.

Our outreach programs targets low-resource schools and districts both in Nashville and regionally through our MSI partners (e.g., Macon County AL teachers with Tuskegee University). Reaching a critical mass of participants from diverse and underrepresented groups lowers the barriers to participation.

We regularly offer LAS courses through the Osher Lifelong Learning Institute that targets retired individuals.

All major teaching, office, and recreational buildings on campus are fully accessible, and Vanderbilt has a full range of services available to faculty, staff, and students with sight, hearing, mobility or learning disabilities.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input checked="" type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- [illegible]

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

CLAS has a strong track record of and commitment to presenting diverse perspectives in our activities. In our speakers and conferences series, for example, we regularly include representatives of foreign governments and from the U.S. government to impart different perspectives on Latin America and its role in international affairs. We have organized debates on Cuba with representatives from opposed constituencies. One recent conference brought together police and sociologists to present very different approaches to Central American gangs. We believe that it is our mission to engage diverse perspectives (political, cultural, and disciplinary) in meaningful dialogues of topics of national and theoretical importance.

LAPOP's measures of democracy and security are used by the State Department to evaluate programs and develop foreign policy. We work with the U.S. government's Foreign Area Officer program to train and place area specialists. Our most recent efforts focus on the business community and have continued to widen our perspectives on economic development and emerging perspectives on the history and the future of Latin American political economy. We collaborate closely with Fisk University, Tuskegee, TSU, and other MSIs on student exchanges and colloquia that promote discussion based on the participants' distinct perspectives.

Our Visiting Resource Professor (VRP) program brings distinguished Latin American scholars and writers to Vanderbilt for four weeks to participate in courses, offer special topic seminars, and to interact more widely with students. The VRP program exposes our students (and faculty) to alternate perspectives and generates lively discussions as the two points of view are expressed. In addition, the VRP program strengthens diverse perspectives by pulling in disciplines often not centrally connected to CLAS.

Through the FIPSE-CAPES program we annually exchange dozens of students with our Brazilian partners. We work closely with the Peabody College of Education to facilitate visiting scholars, including Fulbright and Humphreys Fellows from Latin America, who likewise bring a fresh perspective to campus through lectures, brownbag lunches, and informal exchanges. This sort of exchange promotes a diversity of opinions.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

CLAS instills in its students the need to use their language and area studies skills in their careers and we actively encourage our students to pursue public service in government, education, and nonprofits. Through our connections with government and business, we help place our LAS majors and minors in appropriate internships that often lead to permanent positions after graduation. We hold annual roundtables led by Center alumni who have

successfully obtained positions in government, non-governmental or private organizations that work on Latin American issues, and critical areas of need in education. In addition, we host panels led by CLAIS faculty to discuss career opportunities in academia for young scholars who specialize in Latin America.

We host recruitment sessions for the Peace Corps, Teach for America, IDB, and similar government and public service organizations. Our LAPOP program works closely with USAID and the UNDP, training students in LAS for careers in foreign service and international aid. We have alumni presently working in the White House, Defense Language Institute, and the Organization of American States, among others.

Through our School of Education, we offer degree programs in public policy and leadership, and we work with them to find appropriate internships and career placement. We collaborate with the School of Education to enroll their students in LAS courses and our Certificate program, thus preparing a new generation of teachers with critical background in Latin American Studies. We work closely with Nashville Metro Schools to supply teachers and support their initiative in Spanish immersion schools. With the Tennessee Foreign Language Institute, a state government-sponsored agency, we help place students in teaching positions that utilize Spanish and Portuguese. Through our collaborations with the business, law, education, and divinity school, we are preparing a new generation of students with crucial background in Latin America. Through our One Vanderbilt initiative, CLAS coordinates a number of projects in Guatemala in conjunction with Vanderbilt's Children's Hospital, the School of Medicine, the School of Engineering and Vanderbilt's Institute for Global Health.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Edward F Fischer, Vanderbilt Center for Latin American Studies

Name/Title of Authorized Representative (Printed): Edward F. Fischer, Director, Center for Latin American Studies

Title: Professor, Director

Telephone: 615-322-2527

Signature:



E-mail: edward.f.fischer@vanderbilt.edu

Date: 6/23/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director, Office of Sponsored Programs
APPLICANT ORGANIZATION Vanderbilt University	DATE SUBMITTED 6/26/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

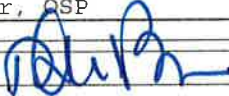
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
Vanderbilt University		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix:	* First Name: D.	Middle Name: Clinton
* Last Name: Brown	Suffix:	
* Title: Director, OSP		
* SIGNATURE: 	* DATE: 6/27/14	

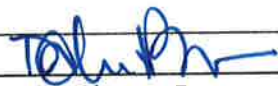
DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input checked="" type="checkbox"/> NA a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance		2. Status of Federal Action: <input checked="" type="checkbox"/> NA a. bid/offer/application b. initial award c. post-award		3. Report Type: <input checked="" type="checkbox"/> NA a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report _____	
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Vanderbilt University OSP 1400 18th Ave S, Third Floor Nashville, TN 37212 Congressional District, if known: 4c TN-005			5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:		
6. Federal Department/Agency: U.S. Department of Education			7. Federal Program Name/Description: CFDA Number, if applicable:		
8. Federal Action Number, if known: NA			9. Award Amount, if known: \$ NA		
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): NA			b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): NA		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature:  Print Name: D. Clinton Brown Title: Director, Office of Sponsored Programs Telephone No.: 615-322-2450 Date: 6/26/14		
Federal Use Only:					Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

Proposed Vanderbilt CLAS NRC Budget 2014-2018

	A	B	C	D	E	F
1		Year 1	Year 2	Year 3	Year 4	Priorities and Objectives
2	A. SALARIES					
3	1. Outreach, Fieldschools					
4	a. Assistant Director for Outreach (50% salary, 100% LAS)	17,542	17,893	18,251	18,616	Absolute Priority: teacher training
5						
6	b. K-12 Summer Institute Directors	1,000	1,000	1,000	1,000	Absolute Priority: K-12 teacher training
7						
8	2. LCTL Instruction					
9	a. Portuguese Lecturer (25% salary, 100% LAS)	10,000	10,000	10,000	10,000	Objective: strengthen Portuguese, a FLAS Competitive Preference Priority Language
10	new position					
11						
12						
13	b. Mayan Language Lecturer (50% salary, 100% LAS)	12,755	13,010	13,270	13,535	Objective: strengthen K'iche', a least commonly taught language (LCTL)
14						
15						
16	c. Professional School Portuguese Instructor, part-time	8,000	8,000	8,000	8,000	Objective: strengthen Portuguese a FLAS Competitive Preference Priority Language, in professional schools
17	instructor for students in Education, Law, Business, Medicine					
18						
19						
20						
21	d. Fisk/Tuskegee Distance Portuguese Instruction Pilot Program	10,000	6,000	6,000	6,000	Competitive Preference Priority 1: collaborative activities with MSI
22	summer salary for Tuskegee faculty to develop and organize					
23	remote classroom and video technology to gain economies of scale					
24						
25	e. Mayan Language Institute Director (Summer)	2,000	2,000	2,000	2,000	Objective: strengthen K'iche', a least commonly taught language (LCTL)
26						
27						
28	3. Other					
29	a. Visiting Resource Professor (2/year, 1 with Fisk U and Meharry)	24,000	24,000	24,000	24,000	Competitive Preference Priority 1: collaborative activities with MSI
30	rotating among departments and schools, encouraging LAS in broader fields					Objective: encourage LAS across university
31						
32						
33						

Proposed Vanderbilt CLAS NRC Budget 2014-2018

	A	B	C	D	E	F
34					1	
35	b. Language Pedagogy Specialist and Social Media Coordinator		12,500	12,500	12,500	Competitive Preference Priority
36	<i>w/ Peabody School of Education</i>					2: collaborative activities with
37						School of Education
38						
39	SALARIES SUBTOTAL	85,297	94,403	95,021	95,651	370,372
40						
41						
42	B. FRINGE BENEFITS					
43	1. Administration, Outreach, Fieldschools					
44	a. Assistant Director for Outreach (50% salary, 100% LAS) @ 24.9%	4,368	4,455	4,544	4,635	
45						
46	b. K-12 Summer Institute Directors @ 9.5%	95	95	95	95	
47						
48						
49	2. LCTL Instruction					
50	a. Portuguese Lecturer (25% salary, 100% LAS) @ 17.7%	1,770	1,770	1,770	1,770	
51						
52	b. Mayan Language Lecturer (50% salary, 100% LAS) @ 9.5 %	1,212	1,236	1,261	1,286	
53						
54	d. Fisk/Tuskegee Distance Portuguese Instruction Pilot @ 9.5%	950	570	570	570	
55						
56	e. Mayan Language Institute Director @ 9.5%	190	190	190	190	
57						
58	3. Other					
59	a. Visiting Resource Professor @ 9.5%	2,280	2,280	2,280	2,280	
60						
61	FRINGE BENEFITS SUBTOTAL	10,865	10,596	10,710	10,826	42,997
62						
63						
64						
65						
66						

Proposed Vanderbilt CLAS NRC Budget 2014-2018

	A	B	C	D	E	F
67						
68	C. TRAVEL					
69	1. Foreign Travel					
70	a. Peabody School of Education Future Teacher Fieldschool	9,000	9,000	5,000	5,000	Competitive Preference Priority 2: collaborations with School of Education
71	-alternates between Mexico and Ecuador, subsidizing organizing costs					
72						
73						
74	b. Curriculum Development Travel Grants for Education and STEM	6,000	6,000	6,000	6,000	Absolute Priority: teacher training, curriculum development; Competitive Pref Priority 2: collaboration with School of Education
75						
76						
77						
78						
79						
80	c. Latin American Bibliographer book buying trips					
81	to Central America/Mexico	2,000	2,000	2,000	2,000	Objective: encourage LAS across university
82	to Andes	3,000	3,000	3,000	3,000	
83						
84	d. K'iche' Instructor Airfare to Summer Mayan Language Institute	800	800	800	800	Objective: strengthen K'iche', a least commonly taught language (LCTL)
85						
86						
87						
88	c. Visiting Speakers Foreign Travel	5,000	5,000	5,000	5,000	Objective: encourage LAS across university
89						
90						
91	d. Staff Travel to Partner Institutions and Organizations	4,000	4,000	4,000	4,000	Objective: collaborations with partners abroad
92						
93						
94	e. Visiting Resource Professor (travel and lodging)	7,000	7,000	7,000	7,000	Competitive Preference Priority 1: collaborations with MSI
95						
96						
97						
98	Foreign Travel Subtotal	36,800	36,800	32,800	32,800	
99						

Proposed Vanderbilt CLAS NRC Budget 2014-2018

	A	B	C	D	E	F
166	4. Tuskegee/Meharry/Vanderbilt Bioethics Collaboration	4,500		2,500		Competitive Preference Priority
167	<i>Faculty and student workshops on comparative (LAS and U.S.) bioethics issues</i>					1: collaborations with MSI
168						
169						
170	5. Tennessee State Latin America Supply Chain Collaboration		2,500	1,000	2,500	Competitive Preference Priority
171	<i>Requested by TSU faculty to strengthen their logistics program</i>					1: collaborations with MSI
172						
173						
174	6. LAPOP Workshops with TSU, Tuskegee, MTSU, UT	2,000	2,000	2,000	2,000	Competitive Preference Priority
175	<i>Making LAPOP data more accesible to faculty and students at other institutions</i>					1: collaborations with MSI
176						
177						
178	7. Honoraria for Visiting Speakers	3,000	3,000	3,000	3,000	Absolute Priority: teacher training, curriculum dev.
179	<i>K-16 Workshops, K-16 Summer Institutes, Public Conferences</i>					
180						
181	8. Evaluation					
182	a. Evaluation Team Leader (Xiu) - NCSS Workshop F2015	5,500	5,500	5,500	5,500	Objective: Strengthen evaluation model, performance measures
183	b. Graduate Student Assistant for Evaluation	3,500	3,500	3,500	3,500	
184	c. K'iche' and Portuguese Evaluations	2,500	2,500	2,500	2,500	
185	d. materials	750	750	750	750	
186						
187	9. Co-sponsorships of Public Cultural Arts Events	4,000	6,000	6,000	6,000	Absolute Priority: outreach to general public
188	<i>public art and performances w local partners and linked to outreach workshops</i>					
189						
190	10. CLAS Outreach Collaborations					
191	<i>Americas Award, Tuskegee and regional workshops, NRC Web Portal, web</i>	3,500	3,500	3,500	3,500	Absolute Priority: outreach;
192						Competitive Preference Priority
193						1: collaborations with MSI
194						
195	11. LCTL Strategy Workshops collaboration (w Indiana)	1,500		1,000		Objective: strengthen K'iche' and Portuguese, a FLAS Competitive
196						Pref Priority language
197						
198						

Proposed Vanderbilt CLAS NRC Budget 2014-2018

	A	B	C	D	E	F
199	OTHER SUBTOTAL	47,250	38,750	38,250	33,750	158,000
200						
201	DIRECT COSTS COMBINED TOTAL	208,712	207,049	203,281	200,527	819,569
202						
203	Indirect Costs (8%)	16,697	16,564	16,262	16,042	65,565
204						
205	TOTAL	225,409	223,613	219,543	216,569	885134

Vanderbilt FLAS Budget 2014-2018

		Year 1	Year 2	Year 3	Year 4	Total	NRC Priorities and Target Objectives
A. ACADEMIC YEAR AWARDS							
1. Portuguese							
a.	Subsistence allowance - 3 students @ \$15,000 each	45,000	45,000	45,000	45,000	180,000	FLAS Competitive Priority 1: Preference will be given to both grad and UG students with demonstrated financial need.
b.	Institutional payment - 3 students @ \$18,000 each	54,000	54,000	54,000	54,000	216,000	
							FLAS Competitive Priority 2: 25% or more of AY fellowships will be awarded to Dept of Ed priority (and less commonly taught) language Portuguese.
2. K'iche' Mayan							
a.	Subsistence allowance - 3 students @ \$15,000 each	45,000	45,000	45,000	45,000	180,000	Objective: least commonly taught language (K'iche')
b.	Institutional payment - 3 students @ \$18,000 each	54,000	54,000	54,000	54,000	216,000	
Academic Year Total		\$ 198,000	\$ 198,000	\$ 198,000	\$ 198,000	\$ 792,000	
B. SUMMER AWARDS							
1. Portuguese							
a.	Subsistence allowance - 3 students @ \$2,500 (grad and undergrad)	7,500	7,500	7,500	7,500	30,000	FLAS Competitive Priority 1: Preference will be given to both grad and UG students with demonstrated financial need.
b.	Institutional payment - 3 students @ \$5,000 (grad and undergrad)	15,000	15,000	15,000	15,000	60,000	
2. K'iche' Mayan							
a.	Subsistence allowance - 4 students @ \$2,500 (grad and undergrad)	10,000	10,000	10,000	10,000	40,000	Objective: least commonly taught language (K'iche')
b.	Institutional payment - 4 students @ \$5,000 (grad and undergrad)	20,000	20,000	20,000	20,000	80,000	
Summer Total		\$ 52,500	\$ 52,500	\$ 52,500	\$ 52,500	\$ 210,000	
TOTAL FLAS 2014-2018		\$ 250,500	\$ 250,500	\$ 250,500	\$ 250,500	\$ 1,002,000	

List of Acronyms Used in the 2014 NRC/FLAS Application

AATSP	American Association of Teachers of Spanish and Portuguese
ACTFL	American Council of the Teaching of Foreign Languages
ARL	Association of Research Libraries
A&S	Arts & Sciences, College of
CFT	Center for Teaching, Vanderbilt University
CLASP	Consortium of Latin American Studies Programs
CSLS	Center for Second Language Studies
ESSSS	Ecclesiastical and Secular Sources for Slave Societies
FAFSA	Free Application for Federal Student Aid
FAO	Foreign Area Officer (U.S. Department of Defense)
FAPESP	Fundação de Amparo à Pesquisa do Estado de São Paulo
FIPSE/CAPES	U.S. Dept. of Ed. Fund for Improvement of Secondary Education/ Brazilian Ministry of Education Fundação Coordenação de Aprefeiçoamento de Pessoal de Nível Superior
FLAS	Foreign Language and Area Studies Program
HAPI	Hispanic American Periodicals Index
HBCU	Historically Black College/University
IDB	Inter-American Development Bank
INFANT	Fundación para la Investigación en Infectología Infantil
ITAM	Instituto Tecnológico Autónomo de México
LAPOP	Latin American Public Opinion Project
LAS	Latin American Studies
LASER	Latin American Studies Southeast Region
LCTL	Less or Least Commonly Taught Language
MTSU	Middle Tennessee State University
MSI	Minority Serving Institution(s)
NCSS	National Council for the Social Studies
NGO	Non-Governmental Organization
NRC	National Resource Center
OAS	Organization of American States
PRISMA	Publicaciones y Revistas Sociales y Humanísticas
SALALM	Seminar on the Acquisition of Latin American Library Materials
(S)OPI	(Simulated) Oral Proficiency Interview
STEM	Science, Technology, Engineering, and Mathematics
TSU	Tennessee State University
UNDP	United Nations Development Programme
UNM	University of New Mexico
USAID	United States Agency for International Development
USP	Universidade de São Paulo
VISAGE	Vanderbilt Initiative for Scholarship and Global Engagement
WKU	Western Kentucky University

Abstract

Vanderbilt has a remarkable concentration of Latin Americanists, with special strengths in Brazil, Central America, the Andes, and the Black Atlantic. The Center for Latin American Studies (CLAS) is the only program at Vanderbilt (and perhaps in the nation) to have joint programs with every school and college on campus. Over the last few years we have also built relationships with smaller LAS programs at schools across the region, and we have a demonstrated commitment to partnerships with historically black and other minority serving institutions (MSIs). With NRC funding, our 2014-2018 strategic plan proposes to: (1) extend our model of collaborating with other institutions, especially MSIs, in ways that enhance teaching and research at both schools; (2) use those partnerships to increase teacher training programs and K-12 outreach in neighboring states; (3) work with our Peabody College of Education to provide better language and area studies training for future teachers; (4) strengthen offerings in Portuguese and K'iche' Mayan by employing new technologies to create economies of scale; and (5) scale up our successful "One Vanderbilt in Guatemala" model of trans-institutional collaboration to Brazil and other regions, strengthening individual programs while creating an interdisciplinary value and impact larger than the sum of the parts.

In 2010 we were awarded our first comprehensive NRC award, and with that support we significantly increased the number of affiliated students and faculty (now 17% of A&S faculty), extended area studies and language curriculum to traditionally difficult areas (e.g., law, medicine, engineering), and grew our K-12 and public outreach program (reaching over 75,000 last year). Our model integrates teaching, research, and public engagement by focusing on particular places and themes (e.g., health and development in Guatemala, race and education in Brazil). The One Vanderbilt in Guatemala program brings together faculty and students from medicine, nursing, engineering, education, business, anthropology, and other fields to work on overlapping projects. These projects, along with our K'iche' program, then serves as a basis for K-12 and public outreach, as with our Popol Wuj marionette show and the film *La Camioneta*.

With 2014-18 NRC funding, we propose a number of new initiatives that build on our strengths to have both a broad and sustainable impact. Employing new virtual classroom technologies piloted in Spring 2014, we will expand our Portuguese offerings for Vanderbilt professional students and for students at our MSI partners. Hosting events at partner community organizations and universities, we will broaden the regional scope of our outreach efforts while building in collaborative sustainability. With our top-ranked College of Education's Department of Teaching, we will strengthen future teacher training through a new joint language pedagogy position and a new field school. We will develop an open-access and searchable online database of the curricular materials and lesson plans written by teams of K-12 teachers. In promoting LAS across campus, we will fund an innovative Visiting Resource Professor program that integrates month-long residencies by prominent scholars, artists, and political leaders into on-campus seminars. We will also expand our graduate certificate program to Law and create a new joint M.P.H./M.A. with a focus on global health in Latin America. In all of these efforts we will create new ties between often distant units on campus, engaging Latin American places and themes as a single university ("One Vanderbilt in . . .").

Our proposed budget tightly links these strategic priorities to NRC fund allocations (Teacher Training and Outreach 24%, MSI collaborations 22%, LCTLs 22%, College of Education Initiatives 15%). CLAS runs a lean administrative operation, allowing NRC funds to have maximum impact. Our extensive evaluation program (now in place for four years) provides ongoing feedback on impact and efficacy to inform the resource allocations proposed here.

(1) COMMITMENT TO THE SUBJECT AREA

Since CLAS' founding in 1947, Vanderbilt has demonstrated a deep commitment to Latin American Studies. University investment increased dramatically over the last eight years, leveraged by funding from our first (undergraduate) NRC award in 2006 and our subsequent (comprehensive) award in 2010. Over this period, CLAS extended LAS across campus, building vibrant joint projects with each of Vanderbilt's nine schools and colleges; developed K-16 outreach collaborations with other institutions, especially minority serving ones; and strengthened performance-based Portuguese and indigenous language instruction. Our model integrates teaching, research, and K-16 outreach in a way that strengthens individual programs and extends our impact off-campus. With our Peabody College of Education, we developed an evaluation program that provides ongoing assessment of performance outcomes and the efficacy of resource allocation. The Chancellor has chosen our "One Vanderbilt in Guatemala" program as a model for the University's new trans-institutional strategic plan.

Vanderbilt has 134 faculty with research and teaching interests in Latin America, including a remarkable 17% of Arts and Science faculty. Over 3500 undergraduate students a year take LAS content and language classes, and an average of 175 graduate and professional students focus on LAS topics. With salaries, Vanderbilt spends over \$15m a year in support of Latin American Studies. Given this scope, CLAS runs an especially lean administrative operation, with most of our resources going directly to support instruction and outreach.

1.A.1. Financial Support for Center Operations: Vanderbilt pays for all administrative costs associated with the Center, save 50% of the salary for our Outreach Coordinator. In 2012-13, the University dedicated \$800,695 to CLAS. The bulk of this goes to graduate student support and instructional salaries.

Table 1: University Financial Commitment to LAS

Salaries	
LAS Area Studies Faculty (in departments)	8,181,466
Language Faculty (Span, Port, K'iche')	1,230,600
CLAS Staff	165,174
Library Staff	102,020
Sub-total	9,679,260
Student Support	
Departmental Doctoral Student Fellowships	1,850,000
Undergraduates	1,558,000
LAS M.A. Fellowships (includes FLAS supplements)	512,936
Financial Aid for Study Abroad to Latin America	100,000
Student Research Awards	86,745
Sub-total	4,107,681
Other	
Latin American Public Opinion Project	450,000
Guatemala Field Station + projects	250,000
Internal Research Funding for LAS Faculty	243,450
LAS Faculty Travel	198,000
Library Acquisitions	156,000
VU Press LAS Publications	70,000
Postdoctoral positions	63,000
Center Operations	50,585
Outreach Programs	27,000
Sub-total	1,508,035
TOTAL.....	\$15,294,976

The University provides approximately \$450,000 in funding for our Latin American Public Opinion Project (LAPOP), the most comprehensive public opinion poll in the region (widely cited on democracy and security). With funding from Vanderbilt Children's Hospital and the Provost's office, we opened a field station in Guatemala in 2013 to coordinate our 13 overlapping projects involving faculty and students from education, medicine, nursing, engineering, business, and law as well as anthropology, political science, and K'iche'; in total Vanderbilt spends \$250,000 on Guatemalan projects. Vanderbilt University Press has chosen LAS as a strategic area of growth, now making up almost 33% of its titles, all subsidized by the university. In addition, Vanderbilt is home to (and underwrites) several LAS journals: *Ancient Mesoamerica*, *Afro-Hispanic Review*, *Ameriquests*, and the *Journal of Luso-Hispanic Studies*.

1.A.2. Teaching Staff: With 17% of A&S faculty Latin Americanists, Vanderbilt has one of the highest faculty percentages of LAS specialists in the nation. We have 41 affiliated professional faculty (with concentrations in medicine, education, and business) and 93 A&S affiliates; see Table 5. Last year Vanderbilt spent over \$9m in LAS faculty salaries and another \$300,000 to support Portuguese and K'iche' Mayan less commonly taught language (LCTL) instruction.

1.A.3. Library Resources: The University pays over \$100,000 annually in salary for LAS bibliographer and cataloging staff, and allocates over \$150,000 for LAS acquisitions. Vanderbilt recently spent over \$1m to renovate the LAS collection space and office and, for the last two years, has funded a Dean's fellowship for a PhD student to work on special LAS collections.

1.A.4 Linkages Abroad: CLAS maintains close ties to institutions throughout Latin America. Our greatest strength is Brazil: Vanderbilt invests \$30,000/year to support a partnership with U. São Paulo (USP) involving student and faculty exchanges; another \$20,000/year for FIPSE/CAPES exchanges; and \$25,000/year for FAPESP collaborations. The Owen School of Management subsidizes our Americas MBA in collaboration with ITAM (Mexico) and USP. The University spends \$50,000/year to operate the Guatemala field station, including our strong relationship to U. del Valle. We have active exchanges with universities in Argentina, Colombia, Chile, Costa Rica, Mexico, and Peru. Our study abroad office administers \$100,000 per year for study abroad to Latin America, the bulk of which is need-based.

1.A.5. Outreach Activities: Vanderbilt pays half salary for our Assistant Director for Outreach and covers approximately \$27,000 a year in outreach-related costs for advertising, event space, and supplies. We dedicate at least one A&S graduate assistant line to outreach support. Vanderbilt provides \$450,000 for our Latin American Public Opinion Project, which generates analysis widely used by USAID, State Department, World Bank, IDB, UNDP, and others.

1.A.6. Students in LAS-Related Fields: Over 70% of LAS undergraduates and 100% of graduate students receive financial support from the university, and over 3500 students a year take LAS courses. CLAS supports its own undergraduate and graduate students as well as students with a LAS focus from other departments and schools. On average, we have 37 majors and minors, 13 MA students, and over 175 affiliated doctoral and professional students. The University currently supports over 100 PhD students with a LAS focus with \$1.8 million in tuition and stipends. A&S PhD students receive full funding for 5 years. Vanderbilt guarantees that all undergraduates will graduate debt free through scholarship programs. We estimate that the University supports undergraduates in LAS with \$1.5m in aid annually. With over \$500,000/year, Vanderbilt fully funds 5 MA lines in LAS and supplements funding for FLAS and Foreign Area Officer students. The University funds CLAS summer awards (\$16,000) and allocates \$20,000 for medical students working on the INFANT project in Argentina.

1.B. FLAS: Financial Support for Students in LAS-Related Fields: See 1.A.6. directly above.

(2) QUALITY OF CURRICULUM DESIGN

CLAS offers an undergraduate major and minor in LAS, and we have just introduced a new minor in Brazilian Studies. At the graduate level we offer a MA in LAS, joint degrees with the business and law schools, and recently added students in the school of Education to our Graduate Certificate in LAS. We also offer a 4+1 program for undergraduate majors who decide to pursue a MA directly. We set a high bar in terms of language requirements, and we have integrated LAS into the curriculum not only in A&S but the other schools on campus.

2.A.1. Undergraduate Instruction: Our keystone courses are integrated into Vanderbilt's core curriculum (AXLE) in a number of categories, and we are able to impact a remarkable number of

undergraduate students. Last year, LAS language and area studies classes enrolled 3626 undergraduate students, half of the student body. LAS faculty teach 1-credit Commons Seminar courses required for freshman to introduce them to LAS (see Course Appendix 1).

As part of their coursework (36 hours for majors, 15 for minors), LAS students must take our core course (LAS 201: Intro to LAS) and our capstone seminar (LAS 290: Research Methods). Last year we introduced a Brazilian Studies minor anchored by LAS 202 (Intro to Brazilian Studies) that complements our Portuguese program. The number of LAS majors increased by 20% in the last 5 years; we currently have 36 majors and minors.

2.A.2. Language Requirements: LAS students must demonstrate (1) advanced proficiency in Spanish, Portuguese, or an indigenous Latin American language and (2) intermediate proficiency in another of these languages. We measure proficiency using performance measures based on American Council on the Teaching of Foreign Languages (ACTFL) guidelines: minimum levels to meet our requirements are “Advanced (Low)” and “Intermediate (Mid).”

2.A.3. Graduate Training in Variety of Fields: CLAS supports graduate student training in languages and area studies in all A&S disciplines and in all of Vanderbilt’s professional schools. Our Graduate Certificate in LAS program allows students in A&S, Education, Divinity, and Medicine to document their regional specialization. Certificate students complete 15 hours of formal LAS coursework outside of their discipline and demonstrate proficiency in Spanish, Portuguese, or an indigenous Latin American language. Since 2009, we have awarded 66 certificates, and we currently have over 190 graduate and professional student affiliates. We offer a joint MA/MBA program with the Owen School of Management as well an Americas MBA (see 3.A.2). We have a similarly structured program with the Law School, and will pursue the creation of a joint MPH/MA degree with the Medical School in 2014.

2.A.4. Graduate Requirements: LAS MA students complete 24 hours of coursework distributed across disciplines, write a thesis in their major area, and must demonstrate advanced proficiency in Spanish, Portuguese or K'iche', and intermediate in another, as measured using OPI performance-based guidelines (see 2.A.2. and 4.D. on performance measures). Graduate students have access to a large number of specialized courses (see Tables 3 and 4) and noted faculty (see 6.A.). As evidence of the quality of training, in 2012-2013 doctoral students with a focus on Latin America received 24 external grants totaling \$159,450.

2.B Academic and Career Advising: CLAS is committed to individualized academic advising and placing our students in jobs and/or graduate programs that best utilize their expertise. Our two associate directors meet one-on-one with each undergraduate, graduate, and certificate student each semester to counsel them and track their progress. Each student also has an annual language evaluation. We offer annual sessions on grant writing and we invite alumni to meet with current students to discuss career options in government, academia, the private sector, and the non-profit sector. We work closely with the pre-major advising center to make advisors aware of LAS programs, study abroad courses, and travel funding opportunities for undergraduate students. Our Center for Teaching offers a number of programs to help train graduate students in effective classroom methods. (See also 6.A.3.)

CLAS works with the Vanderbilt Career Center and the Office of Honors Scholarships to offer career advising to undergraduate students with interest in Latin America. For LAS graduate students, the Career Development Services office advises students on both academic and non-academic careers. It offers workshops (on topics such as resume writing, academic job interviewing, and dissertation writing) and specialized advising for PhD and MA students. CLAS

also works with advising programs in business, education, medicine, and nursing to help ensure students can match their LAS skills to areas of need, and introduce them to potential employers.

2.B.2. Study Abroad Programs: CLAS has significantly expanded study abroad opportunities, not only in A&S but also in engineering, education, medicine, nursing, business, and law (see Section 3.C); Vanderbilt offers significant need-based funding to make such programs available to all. From 2002-2014, we received a series of FIPSE/CAPES awards that funded over 50 graduate and undergraduate student exchanges with Brazilian institutions.

CLAS directly administers study abroad programs in Brazil and Guatemala (see 4.A.1), and we have developed interdisciplinary VISAGE and Project Pyramid study abroad programs (see 3.A.2 and 3.C). Through these programs, approximately 50 graduate, professional, and undergraduate students travel annually to Guatemala work in research and service learning programs. An average of 200 more students travel to Latin America each Spring Break through service learning programs. The study abroad office (directed by CLAS faculty member Bogenschild) has started semester programs (Rio de Janeiro, São Paulo) as well as Maymesters to Peru and Brazil. Vanderbilt offers need-based funding for study abroad, with approximately \$100,000 available annually for students studying in Latin America. The percentage of minority students studying in Latin America increased from 25% to 33% between 2010 and 2013.

We actively promote study abroad programs organized by other schools. We collaborate closely with New Mexico, Texas, and Tulane to offer summer language programs that enroll students from universities across the country. We award FLAS fellowships to students wanting to study languages offered by other programs (e.g., Nahuatl through Yale, Haitian Creole through FIU, Mixtec through SDSU). We compile the annual list of FLAS-eligible summer language programs for circulation to all Latin American Studies centers.

(3) QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A.1. Non-Language Disciplinary and Area Coverage: For a university of our size, an exceptionally large number of undergraduate and graduate students take LAS content courses

TABLE 2: LAS Non-Language Course Offerings 2011-2, 2012-3, 2013-4				
LAS Course Offerings	100% Courses	25-75% Courses	Total # Courses	Enrollments F11-S14
Arts and Science				
Afr Am & Diaspora	1	1	2	67
Anthropology	16	29	45	2094
Economics	1	6	7	1342
English	1	5	6	163
History	18	4	22	636
LAS	7	0	7	271
Med, Health, Society	2	0	2	17
Political Science	5	3	8	595
Portuguese literature	13	1	14	181
Sociology	2	0	2	142
Spanish literature	23	20	40	1326
Total A&S	89	69	155	6,834
Professional Schools				
Business	0	2	2	82
Divinity	0	0	0	0
Education	0	3	3	187
Engineering	0	1	1	24
Law	0	2	2	62
Medicine	1	7	8	289
Music	1	1	2	186
Total Prof Schools	2	16	18	830

every year. CLAS has worked hard to promote LAS in non-traditional disciplines (e.g., English, African American and Diaspora Studies, biology) as well as in the professional schools. Our course offerings reveal this is paying off. Including the language courses listed in Table 6, Vanderbilt offered 125 classes with 25% or

more Latin American content in 2013-14. Most of these courses focused 100% on Latin America. Last year, 1550 undergraduates (25% of the student body) and 222 graduate students took courses with 100% LAS content. As an indicator of quality, over 90% of these classes are taught by full-time TT faculty, and even our most senior faculty teach every semester.

3.A.2. Professional Schools: CLAS is the only Center at Vanderbilt (and one of the few in the country) that has active collaborations with every school and college on campus. Over the last 5 years, we have worked with professional faculty to introduce more Latin American content into

their courses. Our approach emphasizes lowering their barriers to entry into international education through modest seed funding and logistical assistance. We have increased our number of professional school faculty (currently 41) working in Latin America by 25% over the last 4 years (primarily in the medical school but also in law, education, business), and average annual enrollments in LAS-content area courses in professional schools have increased by 40%.

With the Owen School of Management, we developed an Americas MBA program that began in 2012 as a consortium with USP (Brazil), ITAM (Mexico), and Simon Fraser. We sponsor Owen's Project Pyramid course led by B. Victor that brings together students from business, education, nursing, medicine, divinity, and law, to work in interdisciplinary teams on economic development projects in Guatemala (see 3.C.). With the Owen School, we also organize the Latin Business Case Competition, the only case competition in the country focused on Latin America. In the Law School, we work with M. Newton on a Practice Lab that trains law students in human rights issues and high-level litigation in Peru; we also provide Portuguese training for our law student exchange program with Fundação Getúlio Vargas (FGV) in Brazil.

CLAS provides Spanish language training for nursing and medical students, and Portuguese instruction for law students participating in Vanderbilt's exchange program with FGV in São Paulo, and in the medical school we seeded funding for a medical Spanish course (now paid by the Medical School). We now have 25% of Global MPH students focusing on Latin America. Our INFANT Program takes medical students to Argentina to conduct laboratory and field research on rural pediatric health and dengue. Next year, with the Medical School we are planning a new dual MPH/MA program as well as an immersion course on chronic diseases at four sites in Central America. CLAS also supports an annual class in which bio-medical engineering students travel to Guatemala to work on equipment at hospitals; the course includes

an interdisciplinary orientation to Guatemalan history and culture; a new initiative will involve engineering students in Central American training for a low-cost endoscopy tool.

3.B. Specialized Course Offerings: Undergraduate and graduate students may take a full range of specialized courses on Brazil, Central America, Mexico, the Andes, and the Black Atlantic.

Table 3 shows the number of courses offered in 2012-2013 and 2013-14 for each area. Each year a number of LAS-content Freshman Seminars are offered through departments; these include Aztec and Inca Ancestors (ANTH 115F), Destruction of the Indies (HIST 115), Representations of Haiti (ENGL 115F), Modern Brazil (PORT 115F), and Eco-critical Perspectives in Latin American Literature (SPAN 115F).

TABLE 3: Number of Geographically Specialized LAS Course Offerings, 2012-13 and 2013-14 (see Appendix 1)

	25-75%	100%
Brazil	6	23
Central America	8	16
Latin Amer Black Atlantic	9	5
Andes	7	4
Mexico	-	6
Totals	30	54

We have exceptional disciplinary depth in anthropology, history, Portuguese, and Spanish

Table 4. 200- and 300-level Course Offerings in Select Departments, F2011-S2014			
	25-75%	100%	Total
ANTH	22	18	40
HIST	3	14	17
PORT	1	13	14
SPAN	32	22	54
Totals	58	67	125
Note: Includes specialized language courses			

as seen in the number of 200- and 300-level courses offered (in the Vanderbilt system 200-level courses are advanced undergraduate and 300 are graduate)

(Table 4). Topics include: Narratives of Nation

Building (SPAN 389); Brazilian Literary Classics in

Dialogue with New Media (PORT 294); Amazonia: Problems in Anthropological Theory

(ANTH 367). We also offer a large number of specialized courses in political science and other departments. See Course Appendix 1 for full list of specialized courses.

3.C. Interdisciplinary Courses: Through our Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE), we developed a new model of interdisciplinary courses that combines scholarship, field research, and service learning in a calendar year course sequence. Students

study a specific issue and country during the Spring semester, travel to that country for summer fieldwork, then take a Fall course to produce a major final paper. CLAS now offers two VISAGE sequences: “Sustainability in Costa Rica” and “Health, Development and Culture in Guatemala.” Our Project Pyramid class is similarly structured for professional students (see Section 3.A.2).

CLAS offers 3 interdisciplinary courses that form the core of our degree programs:

Introduction to Latin America, Research Methods in Latin American Studies, and our new Introduction to Brazilian Studies. These courses combine readings and guest lectures from several different disciplines, uniting them in a holistic areas studies framework. In total, the Center and departments offer over 25 thoroughly interdisciplinary courses; examples include Protest Music in Latin America (LAS 231) and Global Dimensions of Community Development (HOD 2400). We also offer several interdisciplinary 1 hour seminars, including Capoeira (AADS 099) and Mayan Languages and Cultures (LAS 099) (see Course Appendix 1).

3.D.1. Sufficient Faculty, Teaching Resources: Vanderbilt has 134 faculty with significant

research and teaching

interests in Latin America.

This includes 17% of A&S

TT faculty, 10 of whom

hold endowed chairs, and

32 NTT lecturers. We have

another 41 faculty affiliates

in the professional schools

(Table 5). In the last 3

years, Vanderbilt has

TABLE 5: LAS Faculty at Vanderbilt			
College of Arts and Science		Professional Schools	
African American Diaspora	2	College of Education	8
Anthropology	19	School of Divinity	1
Art	2	School of Engineering	1
Biological Sciences	1	School of Law	5
Earth & Environmental Sciences	1	School of Business	4
Economics	3	School of Medicine	17
English	4	School of Music	2
French and Italian	1	School of Nursing	3
History	7		
History of Art	1		
Latin American Studies	4		
Medicine, Health & Society	2		
Philosophy	1		
Physics & Astronomy	2		
Political Science	4		
Sociology	6		
Spanish & Portuguese	33		
Total A&S Faculty	93	Total Prof Faculty	41

created 5 new lines in LAS. The newly established interdisciplinary Rebecca Webb Wilson Chair of Anthropology, Religion and Culture was awarded to Tom Dillehay, and Ruth Hill is the new Andrew W. Mellon Chair in the Humanities.

3.D.2. Pedagogy Training for Instructional Assistants: The Center for Teaching (CFT) provides mandatory pedagogical training for all instructional assistants. They consult on syllabus and course design and conduct teaching observations and video recording. Regular workshops include a series on emergent teaching issues and a graduate student teaching symposium. The CFT provides an orientation each August for graduate student TAs, then offers training workshops and seminars throughout the year culminating in a Certificate in College Teaching. All Vanderbilt instructors and assistants are evaluated through semester-end student evaluations.

In Spanish and Portuguese, all graduate students take SPAN/PORT 310 (Foreign Language Teaching) and SPAN 301, which teaches literature pedagogy. The newly created Institute for Digital Learning supports the use of online and other digital learning technologies in campus classrooms, and their Graduate Fellows program advances proficiencies in digital learning content. Recent workshops for instructional assistants include “TAing to Thousands” presented by teaching assistants from Vanderbilt’s Coursera offerings. (We have a strong program for Spanish and Portuguese language instruction assistants, see Section 4.D.)

(4) QUALITY OF THE LANGUAGE PROGRAM

4.A.1. Instruction: Vanderbilt has a strong, performance-based program of language instruction in Spanish, Portuguese, and K’iche’ Mayan. We have among the largest full-time TT Portuguese faculty of any university in the country; NRC funds seeded a new TT line that the University has now picked up. In 2011 we introduced a new FLAS-eligible summer Brazilian Portuguese

program with Pontificia Universidade (São Paulo) and Tulane that annually enrolls students from across the country. Over the last four years we have developed an innovative model of intensive K'iche' instruction. We began offering a full sequence (four consecutive semesters) of K'iche'; team-taught with native speakers, these classes involve 3 hours of classroom instruction and two 1 hour one-on-one conversational session. Proficiency testing shows that students in this program make rapid advances. In 2008, we founded a FLAS-approved summer field school in K'iche' in Guatemala, and we have just expanded this as a collaboration with U. Texas, U. New Mexico, and Tulane in a new Mayan Language Institute offering both K'iche' and Kaqchikel Mayan. Our Executive Director is the Chair of the Language Committee for the Consortium of Latin American Studies Programs, which helps coordinate LCTL language instruction. We support the study of other LCTL languages through FLAS fellowships, and we also hosted the Summer Intensive Nahuatl Language Program at Vanderbilt in 2011 with Yale.

We work closely with students in professional school to make language offerings available to them (complicated by scheduling differences). Using NRC funds, we began offering intermediate and advanced medical Spanish for nursing and medicine students. The Medical School has now picked up 100% funding for that program (an example of how we work to leverage NRC funds). We have hired graduate students to provide Spanish training for engineering students and students in the Global Health Nicaragua course. Our plans for 2014-2018 are to begin offering Portuguese for professional students (we have already gauged sufficient interest from business and law as this ties in with the Americas MBA and FGV exchange with Law), and K'iche' Mayan for students with health and medicine focus who want to participate in our Guatemalan internship opportunities.

4.A.2. Enrollments: We have a strong and growing Spanish language program that enrolls over 1500 students per year. There are 79 Spanish majors and 69 minors; over 65% of them live for a year in our Spanish-speaking dormitory and/or study abroad. We recently introduced a combined Spanish and Portuguese major and Brazilian Studies minor.

We have supported our Brazilian Portuguese program over the last eight years of NRC funding resulting in marked rise in enrollments and proficiency levels. Enrollments in our introductory Portuguese course (PORT 102) have nearly doubled since 2010, with 72 students in the last academic year. Enrollments in Intermediate Portuguese have also continued to rise, growing from 22 in 2010-11 to 47 in the last AY. The AY study of Portuguese is complemented by our intensive FLAS-eligible program in São Paulo each summer.

TABLE 6: Spanish and Portuguese Language Offerings and Enrollments, 2012-2013								
Spanish	# Sec	UG	Grad		Portuguese	# Sec	UG	Grad
Beginning	41	618	9		Beginning	4	55	17
Intermediate	39	491	1		Intermediate	3	34	13
Advanced	27	279	4		Advanced/Literature	8	52	13
Spanish for Professional Majors	6	86	1					
Spanish Pedagogy	1	0	15					
School of Medicine	1	0	30					
Total Spanish	115	1474	60		Total Portuguese	15	141	43

Note: Table 6 does not include Spanish literature courses

We have instituted a full two-year course sequence for the study of the K'iche' Mayan language on campus, and regularly bring up a native instructor to practice conversational K'iche' with students. Most recently we

TABLE 7: K'iche' Mayan Offerings and Enrollments: 2011-2012, 2012-2013			
Level	2011-12	Sum 2012	2012-13
Beginning	4	2	15
Intermediate	3	3	5
Advanced	4	3	3
Readings	3	N/A	3
Totals	14	8	26

piloted a distance learning collaborative with U. Texas that allows us to share instructional resources between the universities. K'iche' enrollments have risen significantly over the last four years (Table 7).

CLAS directly organizes summer programs for the intensive study of Brazilian Portuguese and K'iche' Mayan. Enrollments in our FLAS-approved summer Portuguese language and Brazilian culture program in São Paulo have grown significantly in the last three years, enrolling 24 this year (with applicants exceeding capacity). Enrollments in our FLAS-approved six-week intensive program in K'iche' hold steady, with 8 students each summer. We will continue the program as part of a new Mayan Language Institute (see 4.A.1) in which students study K'iche' or Kaqchikel, but share instructional space and orientation in order to maximize resources.

4.B.1. Levels: VU offers four levels (beginning, intermediate, advanced, and specialized) in Spanish, Portuguese, and K'iche' Maya. (See course list in Appendix 1.)

The Portuguese program offers intensive beginning (PORT 102; 5 hours per week, offered every semester), intermediate (PORT 200, offered every semester), and advanced levels. Students completing PORT 102 on average achieve the ACTFL “Intermediate Low” level, meaning they can respond to simple questions and hold limited conversations. Students completing PORT 200 achieve an average “Advanced Low” level, indicating they can informal and formal conversations in various contexts (work, school, and home). Of students participating in the intensive summer program in São Paolo, most achieve “Advanced Low”; students who enter with advanced proficiency achieve higher “Advanced Mid” or beyond.

We offer a 2-year sequence of intensive K'iche' courses every year: ANTH 269 (Beginning, 5 hours/week), 277 (Intermediate, 5 hours), 278 (Advanced, 3 hours) and 285 (Readings, 3 hours). Students completing this sequence improve their conversation skills on average by one full OPI-scale ranking; students who also enroll in our summer field school achieve on average “Advanced Low.”

4.B.2. Language Across the Curriculum: CLAS actively promotes language across the curriculum. Through our programs in Spanish and Portuguese for students in medicine, law, and engineering, we have expanded efforts to reach even the professional school students (see 3.A.2). In A&S we introduced Spanish instruction into graduate seminars through visiting professors, with visitors leading instruction in their native language (in anthropology, history, political science, sociology). We have worked out a plan with the departments of history and anthropology to pilot disciplinary content courses offered in Spanish in the coming AYs. We also propose to create a new modular course that will provide instruction in Portuguese for professional school students and faculty and be available for partner MSIs as well. See 8.B.1.

4.C. Language Faculty and Performance-Based Teaching: The Spanish program has 12 TT professors and 18 lecturers; the Portuguese program has 3 TT professors, and the Mayan program is led by 1 lecturer. All of these instructors have been trained in performance-based teaching and incorporate ACTFL-based evaluations into their classes. They also organize a number of conversation groups and other extracurricular activities. CLAS offers annual workshops on performance-based instruction and ACTFL evaluation methods for Portuguese and Mayan instructors (see Section 4.D below). The ACTFL Simulated Oral Proficiency Interview (SOPI) sets the most widely recognized standard of performance-based evaluation; we have developed a SOPI for K'iche' Mayan. The Center for Second Language Studies (see Section 3.D.2) provides annual training for our language instructors in ACTFL evaluations.

4.D. Quality of Language Program

4.D.1 Performance Based Instruction: Our performance-based methodology for Spanish, Portuguese and Mayan requires students to read, write, and speak in both controlled and “free” situations, thus building vocabulary and linguistic inventiveness (as well as confidence). Five of

our Spanish faculty have full ACTFL certification and regularly attend workshops; CLAS is working with Spanish and Portuguese to expand ACTFL training and certification to all instructors. Our ACTFL-trained Spanish faculty worked with our Portuguese and Mayan instructors to develop our own SOPI-equivalent instruments for these languages.

We administer tests based on the SOPI to students in Spanish, Portuguese, and Mayan at the end of each semester. We use the results to identify areas of difficulty and document the effectiveness of our methods. Portuguese students increase in SOPI-measured conversational skills by a full category, reaching “Advanced Low” by the end of the full sequence. In our K’iche’ courses, beginning learners averaged “Intermediate Low” level after just two semesters; and most who also took the summer course obtained an “Advanced Low” level of proficiency.

Over the last years, Portuguese evaluators have reported that 61% of all students taking intermediate classes reach an "Intermediate" level of language proficiency; 32% reach an "Advanced" level; and only 7% remain below "Intermediate" level. All LAS MA students have met our goal with respect to their language proficiency surpassing the minimum requirement to various degrees, particularly those students who spent time abroad with a FLAS Summer Fellowship to study Portuguese in Brazil. Over the last years, 60% of the LAS students reached an "Advanced High" and 20% an "Advanced Mid" level; another 20% gained an "Intermediate Mid" to "Advanced Low" proficiency in Portuguese.

4.D.2. Adequacy of Resources for Language Teaching and Practice: In Spanish and Portuguese, all graduate students take SPAN/PORT 310 (Foreign Language Teaching) and are trained in performance-based techniques; SPAN 301 teaches literature pedagogy. For all language instructors, our Center for Second Language Studies (CSLS) hosts a weekly professional development presentation. Its Digital Language Initiative offers ongoing training in

the use of technology in instruction to promote second language proficiency and intercultural awareness among students. Each August, CSLS hosts an orientation for all language and literature instructors on pedagogical techniques and new technologies for language classrooms.

4.D.3. Language Proficiency Requirements: See Section 2.A.2. Vanderbilt requires all undergraduates to complete language courses beyond the first year sequence and graduate students to demonstrate advanced proficiency through examinations. LAS students must demonstrate ACTFL-level “Advanced Low” proficiency in their primary language (usually Spanish) and “Intermediate Mid” proficiency in their secondary language (Portuguese, K’iche’, or other Latin American language).

(5) STRENGTH OF THE LIBRARY

5.A. Strength of Holdings and Financial Support: Vanderbilt’s Heard Library has made the Latin American collection a signature strength. LAS Bibliographer Paula Covington serves as a member of the CLAS staff and team-teaches our core research methods seminar. A past president of the Seminar on the Acquisition of Latin American Library Materials (SALALM) and editor of *Latin America and the Caribbean: A Critical Guide to Research Resources*, Covington maintains close contact with faculty and students to determine collection needs.

With strong breadth across disciplines, we have special depth in Colombian, Brazilian, and Mayan resources, attracting scholars from across the world. With substantial LAS holdings in libraries across campus (law, business, education, music, and divinity), the main Latin American collection holds 390,000 items and approximately 2,300 serials (400 current subscriptions). The library subscribes to many databases in the field (e.g., *HAPI*, *PRISMA*, *Informe*, *Latin American Newsstand*), recently adding a number of online sources (e.g., *Caribbean Newspapers*, *1718-*

1876, *Classic Mexican Cinema*). Almost 45% of the LAS collection is in Spanish and 20% in Portuguese. The LAS acquisitions rate is about 6,000 items a year, strengthened by regular book-buying trips to Latin America to obtain materials otherwise unavailable.

The Mesoamerican anthropology and archaeology collection serves as a national resource through our collaborative efforts with the Association of Research Libraries' Global Resources Project and the Latin Americanist Research Resources Project. Annual trips to Guatemala and Mexico help ensure the strength of this area. We have what has been called the finest collection of Colombiana outside of Colombia, anchored by the J. León Helguera Collection, and the library receives an annual substantial addition to that collection through an ongoing donation of materials and financial support. Other unique collections include the Simon Collier Collection of early tango recordings and publications; the recently acquired Manuel Zapata Olivella Collection of Afro-Colombian materials; and a significant collection of rare Latin American travel accounts.

Previous NRC funds have supported strategic growth in the Mesoamerican and Mayan language collections (we now have over 725 Mayan language resources, including software for our Mayan instructional program) and have allowed us to build the Andean collection in response to our growing archaeology programs. Book purchase trips to Peru and Bolivia over the last 4 years have resulted in a substantial increase in the Andean collections.

Evaluation: As part of our overall evaluation program, CLAS instituted an annual library survey in 2012 to determine how well the LAS collection serves faculty and students. In the 2013 survey, 80% indicated the Latin American collection served their academic needs well or very well. The services provided by the bibliographer were used by over 50% of respondents, and individual comments about the collections and staff were stellar. The survey provides useful feedback for future acquisitions, capturing research interests and geographic focus.

Financial Support: In 2012-13 VU expended \$156,000 for LAS resources. Vanderbilt pays over \$100,000 in salary for the LAS Bibliographer and cataloging staff. The library spent over \$1m to renovate LAS collections area and adding exhibit space; and for the last two years has funded a special Dean's Fellowship for a graduate student working on LAS collections.

5.B. Access, Cooperation and Research Beyond Vanderbilt: In the past several years the library has focused on creating several unique open-access digital collections. The Ecclesiastical and Secular Sources for Slave Societies (ESSSS) is comprised of digital copies of endangered archives in Cuba, Brazil and Colombia relating to Africans and Afro-descended peoples, now containing over 218,000 items (www.vanderbilt.edu/esss/). The library is currently refining the online platform. Similarly, we are making the Manuel Zapata Olivella Collection freely available through an online database of oral history interviews (mzo.library.vanderbilt.edu/). The library will fund a Dean's Fellowship in 2014-15 to further digitize this collection. A Dean's Fellow position was used in 2013-14 to digitize and contextualize 19th-century rare Colombian documents in the Helguera Collection (helguera.library.vanderbilt.edu/). The Voices from Our America project focuses on oral histories from Panama (voicesamerica.library.vanderbilt.edu/). We have promoted the ESSSS and Voices from Our America collections as resources for K-12 teachers through workshops, and plan to do so with the Helguera collection.

Access to Holdings: Our LAS collections serve as important resources for faculty and students at neighboring institutions and throughout the nation. The library is open to the public, its catalog and digital collections are freely available online, and it is a net lender of materials to other libraries. Students from local universities have direct borrowing privileges and Vanderbilt developed a shared catalog of over twenty Southeastern libraries that permits institutions to quickly borrow our holdings (6,300 items borrowed last year). Through our regional Athena

network we lend to public and school libraries; last year we lent over 1,900 items. The 2012-13 ARL statistics indicate that we lent over 24,000 items.

Vanderbilt has been active in the formation of the Latin American Studies Southeast Region (LASER) network of collections. Vanderbilt hosted the conference in 2008, prepared a collection analysis to promote cooperative strategies. We host the LASER website at Vanderbilt and propose here to host the conference again. Vanderbilt is an active member in a number of other consortia, including the Latin American Research Resources Project, the Latin American Microform Project, and WorldCat. The library has recently begun to host the open access database Latin American Periodicals Table of Contents Project (laptoc.library.vanderbilt.edu/). The library exchanges its duplicate (gift) collections with SALALM colleagues and has exchanged larger groups of materials with the Benson Library at UT Austin.

(6) QUALITY OF STAFF RESOURCES

6.A.1. Qualifications of Faculty and Staff: With 133 LAS affiliated faculty, Vanderbilt has one of the strongest concentrations of Latin Americanists in the nation (see **Table 5**). We have special faculty area strengths in Brazil, Central America, the Black Atlantic World, and the Andes. In the last two years, Vanderbilt LAS faculty received more than \$10.5 million in external funding; they have also won a disproportionate number of teaching awards (see Faculty Bios, Appendix 2) and a large number are actively engaged with outreach efforts.

We now have 41 faculty in the professional schools affiliated with CLAS (Divinity, Education, Engineering, Law, Management, Medicine, Music, Nursing; see Table 5). The largest number of faculty are in the College of Arts and Science (17% of A&S faculty). With 19 full-time Latin Americanists, our Department of Anthropology has a remarkable concentration of

Latin Americanists (including 2 endowed chairs). The Department of Spanish and Portuguese has 12 TT positions in Spanish and 3 in Portuguese as well as 18 Lecturers; these include 4 named chairs. Vanderbilt has one of the top ten largest clusters of LAS historians in the country, including one named chair. Political Science is home to LAPOP, and has one named chair and two tenured LAS faculty. Additional faculty come from African American and Diaspora Studies, Art, Art History, Biology, Earth and Environmental Science, Economics, English, French, Latin American Studies, Medicine, Health and Society, Philosophy, Physics and Astronomy, and Sociology. These include 10 endowed chairs, the rest spread between junior and senior faculty.

Brazilian Studies at Vanderbilt continues to expand its interdisciplinary scope. We now have (over) 19 faculty working in Brazil or with Brazilian partners from a diverse array of A&S departments as well as the business, education, law, and medical schools. The Black Atlantic is another area of growth at Vanderbilt, with faculty research on the political history of African-descended peoples in Latin America and the Caribbean (see ESSSS project in 5.B.); African-American and Diaspora Studies is planning a new faculty line for next year with a LAS focus.

Vanderbilt has one of the strongest Maya studies programs in the country. Three archaeologists and two cultural anthropologists focus on the Maya area;; we teach K'iche' Mayan; our LAPOP public opinion conducts research in the K'iche' region; and we have projects from the business, medical, education, and engineering schools that work in Guatemala. We have also emerged as a leader in Andean Studies, with 8 full-time faculty in anthropology and 2 Research Associates working in the Andes.

The strength of our faculty is indicated by their success in obtaining external funding and through their leadership roles in national and international organizations. Tom Dillehay (Anthropology) received the 2013 Wyatt Distinguished Professor Award, Vanderbilt's top

research award. Sten Vermund and Fernando Polack (Medicine) were recently appointed to the American Academy of Pediatrics. Mitchell Seligson (Political Science) was named to the OAS Advisory Board of Inter-American Programs. Carol Etherington (Nursing) was presented with the MLK Award in 2013 for her work in global health. Jane Landers (History) currently is President Elect of the Council on Latin American History, William Robinson (History) is President of the Southeastern Council of Latin American Studies, and Beth Conklin (Anthropology) is President of the Society for the Anthropology for Lowland South America.

6.A.2. Professional Development Opportunities for faculty and staff: Vanderbilt offers a number of professional development opportunities for faculty and staff. Over the last four years, CLAS affiliated faculty have received more than \$900,000 in competitive on-campus funding. Vanderbilt's International Office holds an internal grant competition each year for collaborative research in Brazil; the University Discovery Grant Program provides seed funding for cooperative and interdisciplinary research programs. In 2012-2013, 5 faculty were recipients of VIO and Discovery grants for research projects in Latin America (receiving a total of \$243,450). The university provides funding for faculty to up to three domestic and international conferences. A&S employs a full time professional to assist with grant proposals and administration.

CLAS encourages our staff as well as faculty to take advantage of on-campus development opportunities. Our Administrative Assistant has attended Portuguese classes for the last two years. Vanderbilt has several centers for professional development (see Section 3.D.2), including the Curb Center's Creative Campus Initiative workshops for faculty and staff.

6.A.3. Teaching and Advising: Vanderbilt places enormous emphasis on faculty at all levels teaching and advising undergraduate and graduate students. CLAS faculty are particularly renowned, having received more teaching and advising awards than any other unit on campus.

Our faculty maintain close contact with students in their courses (83% of undergraduate courses have 30 students or less), and faculty are expected to spend 50% of their time teaching and advising. CLAS sponsors several joint programs with Vanderbilt's residential colleges.

LAS core faculty teach at least one course each term that is part of the LAS curriculum, and many teach 100% LAS courses. Our two faculty associate directors advise LAS undergraduate and graduate students (see Section 2.B). PhD students are advised by their departmental advisors; those enrolled in the LAS Certificate program are also advised by one of the CLAS associate directors. Vanderbilt also offers a program of intense advising for freshman and sophomores through College of Arts and Science Pre-Major Advising Program. The Vanderbilt Center for Teaching actively supports faculty and lecturers in the classroom, offering expertise on the use of technology in pedagogy, workshops, and counseling based around class visits and videotaped lectures (See Section 3.D.2).

6.B.1. Oversight: Staff: The Center's staff includes the Director (given half-time course release), two Associate Directors (each receiving a one course release), a LAS Bibliographer, an Executive Director, an Assistant Director for Outreach, and an Administrative Assistant.

Over the last four years we have instituted new management processes for the Center to streamline operations and allow for growth. Director E. Fischer is a Professor of Anthropology; he oversees strategic planning and center operations and reports to the Dean of A&S. Executive Director A. Dickins de Girón (a new position funded by A&S and created in 2012) focuses on planning, budget oversight, daily center operations, and teaches occasional courses. The Center's two faculty Associate Directors each devote 25% effort to CLAS. F. Robinson directs the LAS undergraduate and graduate programs and acts as the primary advisor for students. H. Simonett oversees the graduate certificate program, language evaluations, and FLAS fellowships.

Assistant Director for Outreach, C. González, with 16 years of teaching experience, organizes teacher training and outreach efforts. Administrative Assistant A. Paz-Sanmiguel oversees student accounts, day to day finances, and event planning. LAS Bibliographer P. Covington's qualifications are described in Section 5. All staff members are fluent in Spanish or Portuguese; Fischer and Dickins speak Mayan languages. We have formal staff meetings every two weeks as well as an annual planning retreat; staff are given yearly university performance evaluations.

Our Teacher Advisory Board oversees outreach efforts, providing direction and feedback to make our teacher training as effective and useful as possible. The board meets three times a year and advises on specific K-12 programming. Members serve as ambassadors of CLAS in the schools, promoting teacher workshops as well as other CLAS events.

6.B.2. Oversight: Faculty Representation: The Center is overseen by a 7 member faculty Steering Committee that includes our core disciplines and professional school representatives; members rotate on 2-year staggered terms. Representatives (4) from core LAS departments (History, Anthropology, Political Science, and Spanish and Portuguese) are elected by their departments, while representatives from professional schools (3) are appointed. The Steering Committee meets 4 times per year to chart long-term strategies and offer guidance on new initiatives. Our external evaluation team convenes an annual Faculty Focus group to solicit specific feedback on programming; they then debrief CLAS staff on the results.

6.C. Non-Discrimination/Equal Access: Vanderbilt, and CLAS in particular, is committed to the principles of equal opportunity. We go far beyond all guidelines in terms of recruitment of and support for underrepresented groups. CLAS stands as a model on campus for promoting diversity, recently recognized for “strengthening the intellectual, racial, and cultural diversity of Vanderbilt.” We pursue opportunity hires based on diversity. Over 30% of LAS faculty are

members of racial or ethnic minority groups, 38% are women, and 5% are over 65. Four of our six CLAS staff members are women. All major teaching, office, and recreational buildings on campus are fully accessible, and Vanderbilt has a full range of services available to faculty, staff, and students with sight, hearing, mobility or learning disabilities. In addition, over 50% of LAS majors and minors come from underrepresented groups and we actively recruit graduate students from MSIs and through our collaboration with the Latino Young Achievers Program.

(7) OUTREACH ACTIVITIES

CLAS runs a large outreach program based on strong collaborations with local partners, regional post-secondary institutions, and minority-serving institutions. Last year we organized over 100 educational and cultural events, many in partnership with museums, the symphony, and the public library that impacted more than 75,000; the impact of these efforts is amplified through teachers who attend many of our events. CLAS has made collaboration with MSI's a hallmark of our outreach programming in the last two years. We have organized workshops with Tuskegee U. for Macon County, AL, educators in 2012 (on Brazil) and 2013 (on the Cuban literacy campaign). CLAS faculty members (from across departments) participate in virtually 100% of teacher training and outreach events, reflecting deep commitment to the program.

Our outreach strategy builds upon faculty areas of expertise in ways that simultaneously enrich research and teaching, and we program multiple activities around a specific visitor or event. For example, CLAS hosted Afro-Cuban artist Magdalena Campos-Pons for a two-week residency in 2012 in conjunction with an exhibit of her work at the Frist Center for Visual Arts. Campos-Pons led two K-12 teacher workshops, gave an advanced seminar for art history students, worked with our history faculty on a race in Cuba project, presented two campus talks,

and involved Vanderbilt students in the planting of a map of her Cuban hometown with hyacinths, a performance piece that now has become a permanent part of the landscape.

Table 8. Outreach Activities and Impact by Category, 2010-13					
	Number of Outreach Events				
Outreach Activities	2010-11	2011-12	2012-13	# Participants	# Impacted*
K-16 totals	19	22	30	1,399	165,677
Teacher Workshops	7	6	9	828	144,072
Summer Institutes	2	2	1	81	14,094
Educator Conferences	1	4	2	59	7,080
Speaker Series and Other	5	3	8	421	421
Affiliated Faculty Program	4	7	10	10	10
Business, Public totals	60	46	93	27,868	63,233
Business Outreach	1	2	2	105	127
Conference Presentations	1	6	6	297	35,640
Public Lectures	29	14	27	2,812	2,812
Cultural Arts Events	15	13	15	20,650	20,650
Films	11	9	41	3,794	3,794
Medical/ Cultural Competency	3	2	2	210	210
MSI Collaboration/Outreach	-	2	5	401	11,646
Teacher Workshops (Tuskegee)	-	1	1	65	11,310
Lectures/Events with MSIs	-	1	4	336	336
Total for all Outreach	79	70	128	29,668	240,556
<i>*Multiplier for K-12 outreach is 174; multiplier only used for K-12 conferences and professional development.</i>					

We also strategically focus on the creation of special projects that are sustained by partners. Working with the Nashville Public Library, we produced a marionette show on the sacred text of the K'iche' Maya, the Popol Wuj, that premiered in 2013. CLAS commissioned the show, and our faculty and staff worked with the library marionette troupe to write the script, create the art, voice narratives, and produce accompanying educational materials. The show began touring throughout Davidson County and regionally in 2014, forming part of the library's permanent repertoire. Likewise, we supported production of *La Camioneta* documentary (2012) and worked with director Mark Kendall and local teachers to develop educational materials

around the film, disseminating them to post-secondary institutions across the country. We supported the creation of another film, *Musica Campesina*, by visiting professor Alberto Fuguet, which has been picked up by HBO, and viewed by tens of thousands.

7.A. Elementary and Secondary Schools: Our K-12 professional development workshops and summer institutes are widely acclaimed by teachers. For our 2012-13 workshops, 88% of teacher participants reported using the curriculum materials in their classrooms. That AY, CLAS offered 9 workshops attended by 210 educators, impacting over 8400 students. We have an annual series of themed workshops (Américas Award in D.C., Black History Month with a regional HBCU, Día de los Muertos), and offer workshops with our local partners on new topics; in 2013 these included the “Exploring Art of the Americas” workshop highlighting the John Bourne exhibit at the Frist, and “Sinfonia India” with the Symphony. We organize 1-2 week-long institutes each summer; recent institutes include “Teaching Latin America through Film” (at UT-Knoxville in 2011 and Milsaps in 2012), “Ancient Prophecies and the Modern Maya” (with Tulane in 2012), and “Exploring Brazil” (with the University of Georgia and Tulane in 2013). The last is the first in a new series of institutes that will encourage Portuguese instruction at the secondary level.

Recently, we piloted a new initiative to create an online and open-access platform for interdisciplinary curriculum packages based on the *La Camioneta* documentary and the Popol Wuj marionette show. We hosted workshops in which teachers created curriculum units in print and online format. Expanding this model is a centerpiece of our 2014-18 outreach plan. It encourages digital interaction between educators, students, and the general public on substantive issues relating to Latin America and will include regular blogs on current events.

Our Assistant Director for Outreach has developed a strong relationship with the Nashville Public Schools, and she currently serves as the Chair of the IB Committee for Hillsboro High

School. González co-coordinates the Consortium of Latin American Studies Programs Americas Award at the Library of Congress each fall and is a member of the CLASP outreach committee.

7.B. Post-secondary Institutions and MSIs: We view post-secondary outreach as a collaborative effort, and strive to work alongside faculty at non-Title VI institutions to program events for students and the public. We have a special commitment to working with MSIs. We co-host a number of scholarly and public events with our partners at other institutions. We routinely have visiting speakers speak both at Vanderbilt and at Fisk, Tuskegee, or MTSU. We created an external Affiliated Faculty program to establish substantive ties to faculty at surrounding institutions, including TSU, MTSU, UT-Knoxville, Austin-Peay, and Rhodes. We now have 10 Affiliated Faculty who have access to Vanderbilt's library resources, and who participate in and collaborate with us on events both on and off Vanderbilt's campus. We also work closely with other NRCs, and have active collaborations with Texas, Tulane, New Mexico, and Chicago.

In 2013, we held a discussion panel on bioethics and health disparities addressing the syphilis experiments in Alabama and Guatemala with faculty from Tuskegee, Meharry Medical College, and Vanderbilt; with Fisk and Belmont we organized an interactive Festa Junina performance. CLAS partnered with Vanderbilt's performing arts series to bring La Excelencia Salsa Dura to campus, and we collaborated with Tennessee State University (TSU) to coordinate a visit by Colombian musical group Explosion Negra in October. While in Nashville, the group performed at TSU and made visits to Vanderbilt classrooms. We also help strengthen these partners by hosting K-12 workshops on their campuses.

7.C. General Public, Business, and Other: We build on deep partnerships with community organizations to reach the general public. We organize annual educational activities on Latin America around public events such as the Día de los Muertos festival with Cheekwood

Botanical Gardens, the Celebration of Cultures with Metro Parks, and art exhibits at the Frist Center (e.g., Art of the Ancient Americas in 2013). We have partnered with the Orchestra to bring performing arts events to Nashville. Finally, we work with Osher Lifelong Learning and Vanderbilt's Saturday University to offer courses on Latin America (e.g., The Panama Canal).

CLAS has established strong relationships with local companies working in Latin America, including Bridgestone/Firestone, Caterpillar, LP, and Nissan. With our Owen School of Management, we have sponsored a series of seminars for employees of these companies on conducting business in Latin America. We have also collaborated with the Chamber of Commerce to host occasional breakfast talks on Latin America for the local business community.

Our LAPOP analyses are widely read in USAID, the IDB, the UNDP, State Dept., and other government agencies. Our faculty have also served as expert advisors to our Congressional staff and to the State Department. CLAS has worked with the Tennessee Attorney General's office and our Law School to host a workshop on international arbitration, and with the Tennessee Office of International Economic Development to sponsor a meeting on Latin America and advise the recent opening of an office in Mexico City. We facilitate press coverage of faculty research, recently on PBS, NPR, and the Wall Street Journal. Further, we work with Vanderbilt University Press to publish a wide range of books on Latin American topics of current interest, and we publish a series of occasional papers oriented toward a broad audience.

(8) PROGRAM PLANNING AND BUDGET

8.A. Proposed Plan of Activities: Our 2014-2018 strategic plan proposes a range of new initiatives tightly aligned with NRC priorities. We propose initiatives based on programs that we have found to work well, that build on our faculty expertise, and that we can unite under our

“One Vanderbilt” model of trans-institutional collaboration. We have a proven track record of implementing strategic plans, even in the face of an uncertain economic environment, and we are experienced in creating programs that can be sustained after NRC funding.

Our 2014-2018 strategic plan also focuses on broadening and deepening our scope of activities to better serve core and non-traditional constituencies, both on-campus and off-campus. This involves: (1) expanding our model of collaborating with colleges and universities in the region, especially historically black and other MSIs, in ways that enhance Vanderbilt teaching and research; (2) using those collaborations as a platform for expanding K-12 teacher training to new areas of the mid-south (AL, KY, GA, MS, AR); (3) employing new technologies to extend access to language instruction and maximize resources in LCTL instruction; (4) working with our College of Education to broaden exposure to Latin America for future teachers; and (5) deepening our collaborations with Vanderbilt’s schools to promote LAS across campus and replicate our successful “One Vanderbilt in Guatemala” model in Brazil and other regions.

Activities for each of these areas are detailed in 8.B and in the Performance Measures Forms.

We have spent the last four years developing evaluation processes and using those data to improve our efforts. We will continue to work with Prof. X. Cravens, an expert in higher education evaluation, to develop measures that capture impact as well as outputs. We continue to refine this model and devote significant resources to evaluation (see Section 9).

8.B. Development Plan: We propose introducing these initiatives in lockstep for maximum impact and realize synergies between teaching, research, and outreach. For example, one of our on-campus priorities is to strengthen collaboration between Brazilian projects in the various schools. As part of this effort, we will introduce Portuguese language offerings in the business, law, and education schools, using a combination of virtual classroom and in-person instruction to

accommodate professional school constraints. We will then also use these same modules and linked virtual classroom technology to introduce Portuguese instruction at Tuskegee (with whom we have a strong partnership already); when that is up and running, we will expand the program to Fisk. These post-secondary collaborations, in turn, will provide the platform for K-12 teacher programs. We will co-host with Tuskegee, UG-Athens, and Tulane a workshop for Alabama and Georgia educators around the shared history of northern Brazil and the southern United States. We will also continue our successful K-12 workshops on Music and Performance in Brazil, Portuguese for Spanish Teachers, and conversational practice through our tele-tandem initiative.

8.B.1. Partnering with Minority Serving Institutions and Post-Secondary Outreach: We have made collaborations with historically black and minority serving institutions a hallmark of our program, and we have built strong relationships with Tuskegee, TSU, Meharry, and Fisk (see 7.B). These efforts also support our faculty research and teaching on the Black Atlantic world and the shared histories of northern Brazil and the southern U.S.

Building on our emphasis on Brazil, we will use virtual classroom technology to offer distance Portuguese instruction at Tuskegee and Fisk. We have partnered with Tuskegee on a number of seminars and public outreach events, and they do not currently offer Portuguese. We will use NRC funds to pay partial salary for a Portuguese instructor to develop and deliver distance modules; Tuskegee Faculty member Rhonda Collier (with a PhD in Portuguese) will coordinate at Tuskegee, supplementing the modules with conversational practice. We will work with our Institute for Digital Learning to implement the distance learning technology. After piloting this technology with Tuskegee, we will open the program to Fisk students. The program will give our advanced Portuguese graduate students valuable teaching experience while

expanding Portuguese instruction on MSI campuses. Our goal is to have students reach intermediate proficiency, at which time they can apply for FLAS summer funding.

Building on a previous collaboration, we will sponsor a bio-ethics in Latin America and the U.S. South workshop with Tuskegee and Meharry as well as a public outreach event in Tuskegee around syphilis trials in Guatemala and Alabama. D. Morgan's joint project on gastric cancer with Meharry provides student research opportunities with Central American populations. At the request of their logistics program, we are planning a seminar with TSU on supply chains in Latin America. As part of our Visiting Resource Professor (see below) we will share one visiting professor per year with Fisk.

Finally, we will offer professional development and K-12 workshops with our MSI (and other post-secondary) partners on their campuses (extending the breadth of our outreach impact and strengthening programming at our partner institutions. Included in these workshops will be a series that connects our LAPOP data to K-12 curricula (at TSU, MTSU, and others).

8.B.2. Teacher Training and Public Outreach: We will continue to base our outreach program on faculty strengths and regional partnerships. For 2014-18, we will begin a new initiative to produce high-quality, open-access materials for teachers that will outlast NRC financing; and, by working with regional partners, especially MSIs, to extend the reach of our K-12 teacher programs. In doing so, we focus on areas of synergy between on-campus activities and outreach strategic priorities. (See Section 7).

A key initiative for 2014-2018 is the development of new resource modules for educators presented online. The open-access platform will provide an easily searchable database of curricular materials, lesson plans, and other classroom resources. These will be developed by teams of teachers selected for our new K-12 Curriculum Development Awards and oriented

around Common Core standards. The teachers will share these resources with educators through regional conferences (e.g., NCSS, ACTFL, AATSP) and through a series of new teacher-led workshops. Helping teachers expand the reach of their work in this way allows us to align our priorities with practical classroom concerns; it also creates a built-in sustainability. We successfully piloted this model last year with modules on Maya History and the Popol Wuj. Each topic is broken down into several modules and presented as a thematic group as well as individually searchable in the database.

We also will introduce a new STEM workshop series featuring diverse topics and led by faculty members: Volcanoes in Central and South America, Peruvian Prehistory, Biodiversity in Brazil, and Studying Dengue in Latin America. We will continue to offer our regional workshops and institutes (e.g., Américas Award, Black History Month, and film institutes), beginning with a workshop on the art of Guayasamin to anchor a collaboration with WKU for their upcoming Year of Ecuador. We will also continue to work with local partners to offer joint outreach programming, starting with the Opera's performance of *Florencia en los Amazonas* in January 2015 and our accompanying teacher workshop and discussion panel on magical realism.

Following a successful K-12 Summer Institute (Portuguese for Spanish Teachers) in 2013 at UG-Athens, beginning in Summer 2015 we will offer a series of institutes on Brazil in collaboration with Tuskegee, UG-Athens, and Tulane. The series will culminate with an institute in Brazil in Year 4. During the AY following these workshops, we will support a tele-tandem initiative to give teacher participant practical language experience with native speakers in Brazil. Locally, we will pursue the introduction of Portuguese into classrooms through the International Baccalaureate program. We will also work with FIU and UF to offer an annual webinar series for K-12 educators to maximize our regional impact by combining resources and expertise.

We reach the most people through our collaborations with local museums and cultural institutions, and we have planned a series of such events to raise LAS awareness among the general public. We will use NRC monies to support the library's digitization projects that will make available rare and unique materials on an open-access platform. We will continue our series of roundtable breakfasts with business leaders from the U.S. and Latin America. We have scheduled a joint workshop with the TN Office of International Development and we have planned an international law workshop with the TN Attorney General's office for next year. LAPOP will continue to provide data and analysis to a wide range of academics, government agencies, and international organizations. We will host a series of public conferences featuring LAPOP (including one with the Center for Inter-American Policy and Research at Tulane).

8.B.3. LCTLs: New Technologies and Collaborations: We will use NRC funds to support the study of less and least commonly taught languages (Portuguese and K'iche' Mayan, and extending to Haitian Creole through a UNC partnership). We have piloted use of virtual classroom and distance learning technologies to achieve some economies of scale in specialized offerings, and will expand these in collaborations with Tuskegee, Texas, and UNC/Duke.

After years of support, Portuguese course enrollments are now strong and growing (see Table 6), but there is significant unmet demand for Portuguese from students in law, business, education, and medicine. Professional school students demand highly practical and field relevant instruction. We will use NRC funds to offer online learning modules and support a graduate student lecturer for weekly conversational practice aimed at achieving intermediate-level practical Portuguese proficiency in professional contexts (and making them eligible for FLAS summer programs). We will employ this same model in our collaboration with Tuskegee and Fisk. We will continue our successful Brazilian Studies minor and FLAS program in São Paulo.

Over the last cycle, we instituted the most comprehensive K'iche' Mayan program in the country, integrating classroom instruction with conversational practice in a four-semester sequence that culminates in a summer field school (see Section 4.A.). For 2014-2018, we plan to expand interest in K'iche' by linking coursework more tightly with medical and development issues; we have a large number of students (>50 per year) who do programs in the K'iche' region. Moving forward, we will incorporate real-time virtual classroom links with K'iche' classes at U. Texas to share instructional resources (we piloted this in Spring 2014). We will expand this model to a collaboration with the UNC/Duke consortium, using real-time virtual classroom instruction to allow their students access to K'iche' and our students access to Haitian Creole. We are in discussion with Yale and others about eventually extending this to Nahuatl.

Beginning in 2014, we have combined our K'iche' summer program with the Kaqchikel program at Tulane and teamed up with U Texas and UNM to form the Mayan Language Institute. Uniting operations allows us to share resources, and we believe bringing their study under the same umbrella will enhance the students' learning experience.

8.B.4. Peabody College of Education Collaborations and Future Teacher Training:

Working with Vanderbilt's top-ranked Peabody College of Education, CLAS will strengthen Latin American language pedagogy and area social studies training for future teachers. We will seed a new joint instructor position as a language pedagogy specialist in the Department of Teaching in Year 2. This position will focus on Spanish (and ideally extend to Portuguese) teacher training and related cultural content. We will expect this specialist to also connect pedagogy with social media.

With NRC funds, we also will seed development of two new field schools oriented towards future social studies and language teachers at Peabody. The six-week summer field school will

alternate years between Oaxaca, Mexico and Quito, Ecuador led by two different Peabody faculty (Leander and Suiter, respectively). These will allow students studying to become teachers real world experience and language training that they can take into the classroom. Supplementing this, we will offer curriculum development travel grants to Peabody faculty to incorporate new LAS materials into their course offerings as well as workshops to pre-service teachers on implementing curriculum created by CLAS. We will continue to employ Education graduate students to help us develop curriculum materials for our K-12 programs. Through a new initiative, we will work Peabody's department of Leadership, Policy and Organizations and the Tennessee state government to train school future principals and other leaders.

8.B.5. LAS Across Campus: Offerings and Collaborations with Professional Schools: Our plan is to link the efforts outlined above to our expansion of our One Vanderbilt in Guatemala model. We have had great success in integrating the professional school and A&S simply by lowering barriers to participation. With on-the-ground connections and access to infrastructure, we are able to facilitate international teaching and research. Extending our model to Brazil, we have already established new, inter-disciplinary introduction to Brazil courses at the graduate and undergraduate; started a Brazilian Studies minor; and established a core partnership with USP. We will build on these efforts by supporting study abroad options, facilitating professional school exchanges with language support, and linking these to our K-16 outreach efforts.

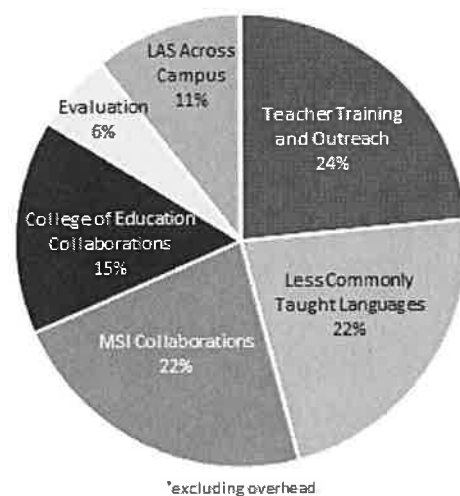
We will fund a Visiting Resource Professor program, in which prominent academics, artists, and public figures will be in residence for 4-8 weeks; nominated by a faculty member, they will be integrated into a seminar taught by that faculty member and open to students and faculty from various disciplines. With support from the administration, we are planning a Vanderbilt in Costa Rica program that will stress language across the disciplines by offering

courses in economics and business, political science, and health. Curriculum Development Awards will produce new area studies content in education and STEM disciplines.

Given significant student interest from exiting Masters in Public Health students, we will institute a new joint degree program (MPH/MA in LAS). We are working closely with the Medical School to implement new international research opportunities for medical students. These initiatives will be complemented by a series of health sciences roundtables on topics including Chronic Disease in Central America and Dengue in the Americas. Beginning in 2014, we will sponsor a Latin American Case Competition with the business school. These efforts should deepen language and area studies training for students across a wide range of fields.

8.C. Budget: We have closely tied budget allocations to our strategic priorities and the NRC/FLAS mandates (see Figure 1 and the Budget). Allocations are linked to our implementation timeline to achieve maximum impact with the sequence of investments. We pride ourselves on running one of leanest NRC operations in the country; we have no administrative excess, resulting in federal dollars having maximum impact.

Figure 1:
Allocation of Requested NRC Funding*



8.D. Long-Term Impact on Institution's Programs: Our efforts are designed to have a long-term and sustainable impact on Vanderbilt, strengthen partner institutions, and broaden access to LAS language and area studies.

For the less commonly taught languages, we plan to increase proficiency in Portuguese among professional students and expand instruction to MSI partners. These efforts will extend

LCTL learning opportunities to non-traditional constituencies and underrepresented populations; increase the pool of FLAS-eligible students; and promote technological innovations for the problems of small economies of scale. These initiatives and our other collaborative projects with Tuskegee, Fisk, TSU, and Meharry, will help strengthen LAS coverage in MSIs while providing a pipeline for summer FLAS and graduate student applications. For K'iche', we will adapt course content to include more health and development contexts in order to attract students; we still need to subsidize the program for now, but we plan to reach enrollment levels that will make the course sustainable from an administration perspective.

Working with our College of Education, we will strengthen LAS language pedagogy and social studies in their Dept. of Teaching. By supporting the teachers of teachers, we can multiply the number of teachers with significant LAS language and area studies exposure. We will expand our K-12 Teacher Training program through an open-access database of curriculum materials. This will broaden the impact from the materials we commission from teams of teachers.

We unite all of these efforts under a One Vanderbilt in Latin America theme. Focusing on particular topics in particular places makes possible the sort of trans-institutional collaboration that rarely happens on campus. By replicating our successful One Vanderbilt in Guatemala model in Brazil and other areas, we will expose a greater number of students (and faculty) to a deeper range of LAS and language training while promoting interdisciplinary collaborations.

(9) IMPACT AND EVALUATION

9.A. Impact: Our biggest impact over the last four years has been in (1) integrating A&S and professional schools around LAS; (2) strengthening LCTL instruction and establishing K'iche' Mayan AY and summer programs; (3) placing students in jobs and graduate programs that utilize

their expertise; and (4) expanding K-12 and public outreach. Each year we work to improve our tracking and data collection in order to better demonstrate impact; Table 9 summarizes several key outputs for the 2012-2013 year. Due to our large contingent of affiliated faculty across campus, we have consistently high course enrollments; thanks to our efforts, we now also have a much wider range of courses across departments and schools. Through these efforts we have strengthened the country's capacity to train specialists in this critical world area.

Table 9. CLAS Outputs by Category, 2012-13			
	Activities/Outputs	Number of Courses/Events	Enrollment/ Attendance
University	Undergraduate Courses	94	3,742
	Graduate Courses	75	475
	LCTL Courses	19	203
	Professional School Courses	7	235
	Campus Academic and Cultural Events	45	1,518
Community	Teacher Workshops and Institutes	10	252
	Public Events	23	74,210
	Business Outreach	2	66
Region and Nation	MSI and K-16 Activities	8	326
	Public Events	6	278
	LAPOP Presentations	58	5,800 +media
	Library resources and publications	25,000+ items lent/downloaded	

Note: Some courses enroll both undergraduates and graduates.

On campus and nationally we have made significant and measurable contributions to teaching a national priority language (Portuguese) and establishing capacity in a designated least commonly taught language (K'iche'). Four years ago we began what was then the country's only program in K'iche' Mayan (a large and growing language of historical importance). Through our fieldschool, we stimulated interest at UNM and U. Texas, who now teach K'iche'. As a result of our sustained support over the last four years, our Portuguese enrollments have doubled and continue to grow. With Tulane we began an annual FLAS Brazilian Portuguese program in São Paulo; this year we enrolled 24 students from 9 universities from across the country.

At the regional and national level, we developed popular educational programming for public arts events and exhibitions (the source of our larger impact numbers). We help coordinate the annual Américas Book Award with the Library of Congress and CLASP to promote Latin American themes in literature for young adults. The K-12 Américas award workshops have been picked up by other Latin American Studies programs (at Georgetown, WKU, Tulane, Georgia). Data and analysis produced by LAPOP is widely disseminated, especially among policy making circles, and has influenced numerous diplomacy and aid programs.

In addition, we have an exceptional placement rate for our LAS students. Virtually all of our students go into careers where they use their language and area studies training. Over the last two years, 50% of our undergraduates went on to graduate school; 25% went to work in the private sector; 7% went to work for government; 3% for an NGO. For our Graduate Certificate and MA students, 25% went into a PhD program, 25% went into government or military service; 20% into private sector, 15% into higher education, and 10% to NGOs. See 9.D./E./F. below.

9.B. Equal Access: CLAS is committed to providing equal access and treatment of traditionally under-represented groups; see Section 6.C. Over 50% of LAS majors and minors come from underrepresented groups and we actively recruit graduate students from Fisk, Howard, Tuskegee, and other MSIs. Over the past 2 years, 64% of FLAS awards CLAS administers went to women and 14% went to minorities. Over 33% of undergraduates entering Fall 2013 were minority students. CLAS actively works with the Latino Young Achievers program to expose students to college life and specifically recruit them for Vanderbilt. We will continue to recruit students from under-represented groups through collaborations with our HBCU partners, our outreach programs in area K-12 schools, and through collaborations with our admissions office. Our intensive advising program gives these students the support they need to succeed. Likewise, in

recruiting faculty and staff we make extra efforts to pull from under-represented groups; more than 30% of our faculty come from minority groups and 38% are women.

9.C. Evaluation Plan: Working with evaluation experts from Vanderbilt's Peabody College of Education, CLAS has developed an evaluation plan that is carefully integrated into every key center activities and offerings to ensure continuous improvement on outputs and outcomes for NRC priorities. As illustrated in the conceptual framework (Figure 2), third-party evaluators collect formative assessments and provide quantifiable and outcome-measure-oriented data for the center staff. Timely feedback is then distributed to inform decision-making in every step of planning and implementation. Since 2010, CLAS faculty and staff have fully embraced the practice of using evaluation measures to enhance center activities and offerings. The instruments, protocols, and reports were developed with the users in mind and are *realistic*, *sustainable*, and *replicable* with *measurable* outcomes. We also put strong emphases on including specific measures to ensure equal access and diversity in all our efforts.

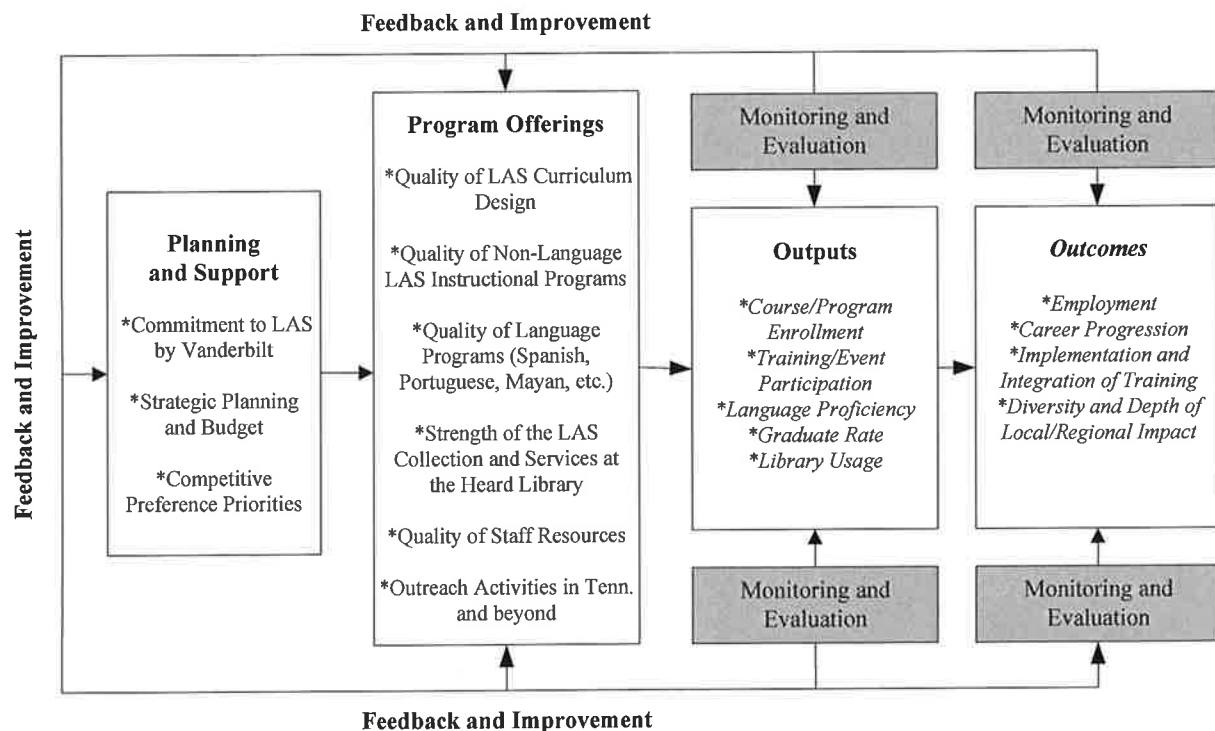


Figure 2: Evaluation and Feedback Model

In addition to the specific performance measures in Appendix 3, Table 10 summarizes how our evaluation plan captures key project objectives using multiple sources of quantitative and qualitative data collected through the Vanderbilt Institutional Research Group, course evaluations, pre- and post-surveys, interviews, focus group discussions, and classroom observations. One of the strong features of our evaluation system is that *outcomes* are measured by identifying representative samples for in-depth follow-up via focus groups and interviews.

TABLE 10: Impact and Evaluation Plan

Target Audience	Specific Activities	Impact		Evaluation
		Objective & NRC Priority Alignment	Outputs/Outcomes	Monitoring/Assessment
University	Language Courses	Instruction in the less or least commonly taught languages - <i>FLAS Competitive Pref. Priorities</i>	Enrollment ACTFL proficiency Graduate Placement	Registrar; VIRG reports; Course evaluations Faculty Focus group
	International and Area Studies		Enrollments; Placements	Registrar; VIRG reports; Course evaluations; Faculty Focus group
	Campus Workshops and Cultural Events	Collaborations with School of Ed – <i>NRC Competitive Pref. Priority 2</i>	Participation #s; Utility feedback	Exit survey (representative sampling); Participation report; Focus groups
	Library information and services		Online hits; Usage/requisitions; Referrals	Circulation report; Online tracking (enhanced); Library User Survey
Community	Instructional Resources	Teacher training – <i>Absolute Priority</i>	Requisitions; Referrals	Course evaluations; Faculty survey; Teacher Advisory Board; Teacher Focus group
	Training Workshops		Participation #s; Utility feedback	
	Library information and services	Collaboration with MSIs – <i>NRC Competitive Pref. Priority 1</i>	Online hits; Usage/ requisitions; Referrals	Circulation report; Online tracking; Library User Survey
	Community Events		Participation #s; Utility feedback	Exit survey (representative sampling); Participation report; Focus groups
Region and Nation	Training and Development workshops	Teacher training – <i>Absolute Priority</i>	Participation #s; Utility feedback	Course evaluation; Faculty survey; Focus groups
	Joint Programming w MSI partners	Collaborations with MSIs – <i>NRC Competitive Pref. Priority 1</i>	Participation #s Utility feedback	Exit survey (representative sampling); Participation report; Spot Interviews
	Library information and services		Online hits; Usage/ requisitions; Referrals;	Circulation report; Online tracking; User Survey;
	LAS Degrees and Certificates	Produce LAS experts	Collaborations	Enhanced Alumni Tracking

For each target audience, we plan to continue enhancing our evaluation as noted below:

University: The impact of language courses will be measured by enrollment, completion, and most importantly, language competency. We use ACTFL proficiency guidelines for language course assessment providing individual feedback to students and course-wide assessment for the instructors (See Section 4.D). For 2014-2018, 100% of students enrolled in the target language courses will be assessed for proficiency gain with pre- and post-course testing. Placement for students will be tracked, with particular attention to positions in elementary and secondary education, higher education, private sector, non-profit, and government. Tracking is difficult, but we have started using Facebook, LinkedIn, and other social media to establish an ongoing contact before graduation. Measures of curriculum alignment with NRC goals and effective pedagogy are disseminated among LAS faculty.

Community: We will conduct pre- and post- surveys to gauge the quality of content and instructional delivery. We will conduct follow-up focus group discussions with teachers selected through a qualitative purposive sampling design to measure the extent to which teachers from different school settings have integrated workshop content into their classrooms. We will track online usage and seek feedback from users through surveys and focus-group meetings. In addition to collecting event attendance data and exit surveys, we will continue to assess our collaborative events in terms of alignment with CLAS and NRC goals.

Region and Nation: The regional national impact of our K-12 teacher training and development, academic conferences, and library information access is evaluated using the same metrics outlined above. We actively coordinate with partners at other universities, especially other NRCs. With Tulane we hosted a conference on impact and evaluation to transfer our evaluation model to other NRCs and presented at the NRC conference.

Evaluation and Program Improvement: We use our evaluation results to improve our programming, expanding efforts that work well and modifying or ending programs that do not produce desired results. A few examples: We had low K'iche' enrollments and evaluations results showed that students were looking for more practical language training; so we adapted our K'iche' curriculum to focus more on medical and development themes, linking it to our popular service learning programs in Guatemala. Two years ago we saw dropping faculty participation at talks; focus groups showed they felt pressed for time, so we implemented a new format of exactly one-hour talks at noon with lunch provided, and attendance rebounded. In terms of advising and placement, students were having difficulty connecting with alumni in their fields of interest; based on their feedback we began using Facebook to create greater connections between the Latin Americanists and to host events that bring together alumni and current students. Going forward, we plan to expand this to LinkedIn, which should provide a better platform for career placement and allow us to track their trajectories. In terms of evaluations, we work to continuously align our instruments and protocols with the NRC priorities. For example, we will strengthen mid-term and long-term follow up with teachers by conducting onsite interviews, observations, and collecting work samples such as lesson plans. For 2014-18, we also will develop a new protocol (entry and exit interviews) to capture more outcome data on graduate programs such as post-graduation placement, language proficiency gained, GPA.

9.D, E., F. National Needs/Supply of Specialists/Public Dissemination: CLAS has an outstanding graduate placement record; most of our students go on to use their expertise in careers in government, NGOs, education, and the private sector. In the last 5 years, 31 students (including 7 Foreign Area Officers) graduated from our MA program in LAS. Of these, 26% went on to pursue doctoral studies, with the others pursuing careers in government (10%), the

military (23%), NGOs (13%), and the private sector. We have had 21 professional students affiliated with the Center graduate since 2009: 9 in medicine, 7 in education, 1 in business, 3 in law, and 1 in divinity. We have had at least one FAO in each M.A. cohort for the past three years. Over the last two years, 50% of our LAS undergraduates went on to graduate school; 25% went to work in the private sector; 7% went to work for government; 3% for an NGO; the remainder are unknown. In the last 5 years, Vanderbilt awarded 24 PhDs to students with a concentration in Latin America from anthropology (8), history (4), political science (5), Spanish and Portuguese (6), and German and Slavic Literatures (1). All are using their area studies and language training, and 20 are currently in teaching positions at institutions of higher education.

CLAS works hard to address issues of national need and disseminate those results. For example, LAPOP produces highly trained doctoral students, contributing to the supply of specialists. Their AmericasBarometer data and analysis are widely cited and used by USAID, State Dept., and other U.S. government agencies. LAPOP Insights is a monthly theme summary (e.g., attitudes toward gay marriage, trust in the military) distributed electronically to several thousand recipients. See our other public and government outreach programs described in 7.C.

Our FLAS awards to study Brazilian Portuguese and K'iche' Mayan address key national needs. Brazil's growing role in the world gives new value to Portuguese as a strategic language; and the DEA estimates that 80% of cocaine in the U.S. passes through or near the K'iche' region. We give preference to students pursuing careers in education and public service (see below).

(10) FLAS AWARDS

10.A. Selection Procedures: We request 6 academic year and 7 summer FLAS awards. For the AY awards, we request 3 in Portuguese and 3 in K'iche' Mayan; for the summer awards, we request 4 in Portuguese and 3 in K'iche'. Our request meets the Competitive Preference Priority

2 (awarding more than 25% of fellowships to Portuguese). We will also consider demonstrated financial need in our FLAS selections (Competitive Preference Priority 1, see below).

Vanderbilt has a large pool of graduate students focused on Latin America and a strong demand for funding to conduct language study in these target languages, and a now a very substantial pool of undergraduates seeking to obtain advanced proficiency in Brazilian Portuguese. In the last academic year we had 111 A&S doctoral students, 16 M.A. students, and 64 professional school students affiliated with CLAS, a total of 191 students with a Latin American focus. Our greatest number of applicants has and will continue to come from students in the social sciences and humanities, but we have a growing number of applicants from professional fields, particularly education and health sciences, as well as undergraduate applicants. For the 2013 competition, we received 19 applications for 7 Summer FLAS fellowships, with awards going to 2 M.A. students and 2 Ph.D. students, 1 M. Education student, and 2 undergraduates. We anticipate continuing to award 1-2 undergraduate fellowships per year. We will also continue to offer FLAS fellowships to non-VU students, and to Vanderbilt students seeking to study Haitian Creole or an indigenous Latin American language other than K'iche'.

Our AY Portuguese and K'iche' Mayan offerings are detailed in Section 4. We now host intensive FLAS-eligible summer programs for each of these languages. Our Portuguese Language and Culture in São Paulo program is offered annually in collaboration with Tulane and PUC-SP. As demand for the course has increased with applicants now exceeding capacity, Vanderbilt FLAS awardees are guaranteed enrollment in the program. Vanderbilt founded the summer K'iche' fieldschool in 2008; this year we will offer a new collaborative Mayan Language Institute that will combine some resources for the study of K'iche' and Kaqchikel (see Section 4.A.1 and 4.A.2). Ours is the only summer program for the study of K'iche' Mayan.

10.B. Application Procedures: Applications will be available on the CLAS webpage beginning in December, with a due date in early February (the same deadline for applications for our other summer awards) and notifications in early March. CLAS announces the FLAS competition to core department DGS's, freshman advisers, and directly to our affiliated undergraduate and graduate students via email; we also advertise the competition in our Fall newsletter, on the CLAS webpage, and through our weekly e-newsletter in December and January. This weekly email goes to all students and faculty with a focus on Latin American Studies, allowing us to target a broad array of students from programs with historic LAS ties and in non-traditional specialties. Links to the application will be included in our weekly e-newsletter sent to LAS students and faculty, and our Portuguese and K'iche' Mayan faculty promote the competition in undergraduate classes. Current and incoming graduate students are encouraged to apply for AY fellowships; students currently on a FLAS fellowship are also notified and reminded by the FLAS Coordinator that they must submit an application if they would like to be considered for FLAS funding for another year. Applicants submit transcripts, test scores, a statement of how language study will impact their research and career goals, and proof of their current language proficiency (i.e., coursework or a language assessment results). Current Vanderbilt students submit 2 references; non-Vanderbilt students are required to submit 3 letters of recommendation. For summer fellowships, applicants must also indicate the program where they plan to study. Both summer and AY applicants will be asked to complete a FAFSA by February 10 as a priority preference date to ensure that we have financial need data during the selection process.

The application clearly states FLAS funding priorities, levels of funding, eligibility and requirements, and ranked list of preferences (study of K'iche' through the Mayan Language Institute, Brazilian Portuguese through our Brazilian Language and Culture program, Portuguese

at other FLAS-approved programs, and other Latin American LCTLs through FLAS-approved programs). Students committed to obtaining advanced language training in Portuguese or K'iche' and those pursuing careers in government will be given preference.

10.C. Selection Criteria: The selection committee is appointed annually by the CLAS Director in consultation with the steering committee. It is composed of 4 faculty members representing different disciplines and at least one member from a professional school. The Director does not serve on the committee or attend meetings; the Associate Director for Graduate Studies compiles the applications, acts as the contact person for applicant questions, and serves on the Selection Committee in an ex officio capacity. The Associate Director of Graduate Studies circulates applications and informs the committee members of the criteria and preferences for FLAS fellowships, including those indicated on the application, but also the importance of distributing FLAS fellowships across departments, and across Ph.D., M.A., and undergraduate students. Applicants will be judged first according to their academic qualifications, quality of their proposal, and relevance of the language for their research and career; then financial need will be considered. CLAS has developed a plan with our Financial Aid office to provide the committee with information on the financial need applicants using a three category ranking.

The selection committee members individually rank the applicants, and then meet to agree on a final ranking and awardees. Awards for summer FLAS fellowships will be announced in early March; letters will notify recipients that a condition of accepting the award they will need to respond to the federal reporting request every 2 years for 8 years. The Associate Director for Graduate Studies will hold a pre-departure meeting with FLAS awardees each April, and will maintain close contact with awardees to ensure completion of their reports by 15 Sept. of each year, and that they respond to the tracking request from the Dept. of Education every other year.

(11) FLAS and NRC PRIORITIES

NRC Absolute Priority (Teacher training activities): See Sections 7, 8.B.2, and throughout.

NRC Competitive Preference Priority 1 (Significant and sustained collaborative activities with Minority-Serving Institutions, MSIs): We have a demonstrated commitment to working with MSIs and will significantly expand collaborations with HBCUs (see 8.B.1). See Sections 7 and 7.B for descriptions of our ongoing programs; see 8.B.3 for a description of our expansion plans around LCTL instruction; see also 8.C and 8.D on budgeting and 9.A on impact.

NRC Competitive Preference Priority 2 (Collaborative activities with colleges of education and teacher preparation programs): With NRC funding we will strengthen LAS language and area studies training for future teachers, working with our Peabody College of Education. For descriptions of our existing collaborations with Peabody, see Sections 2.A.3, 3.A.2, and 7. See Sections 8.A. and 8.B.4 for proposed new joint pedagogy position and field schools.

NRC Invitational Priority (Develop, enhance linkages with overseas institutions): See Sections 1.A.4 and 2.B.2 on linkages abroad and Section 8.B.5 for plans to expand.

FLAS Competitive Preference Priority 1 (preference to students w demonstrated financial need): Our selection process considers financial need along with merit (using data provided by our Financial Aid office); see Section 10.C.

FLAS Competitive Preference Priority 2 (25% or more AY FLAS fellowships in priority language): We plan to award 50% of our FLAS fellowships in priority language Portuguese. See Section 10.A.

NRC GPRA Measures 1-2: Portuguese through the advanced levels; will increase offerings (4.A, 8.B.3, Table 6). ***Measures 3, 5***: hired TT Portuguese instructor (4.B.1, 2). ***Measure 4***: added professional degree programs (2; 2.A.1-4). ***Efficiency***: produce a high cost/benefit ratio (8.C).

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Course	Title	Instructor	Hrs	%LAS	2010-11	2011-12	2012-13	2013-14	2014-2015	Area				
				UG	G	UG	G	UG	G	Offered				
ANTH 105	Introduction to Language and Culture: Exploration of the close relationship between language and culture through broad themes including language and thought, language ideologies, and discourse; how language constructs social realities and identities.	Sattler	3	25	43	0	40	0	38	1	37	1	F14	Latin America
ANTH 115F-1	Freshman Seminar: Conquest of Mexico: In-depth examination of pre-Columbian Mexico and Spanish conquest.	Fowler	3	100	5	0	15	0						Mexico
ANTH 115F-2	Freshman Seminar: Culture and Thought: Analysis of culture and cognition through anthropological case studies.	Fowler, Sattler, Ross	3	25	12	0				15	0		F14	Latin America
ANTH 115F-4	Freshman Seminar: Ancestors Aztec Inca: First civilizations of Mesoamerica and the South American Andes; compares evolution and demise.	Janusek	3	100			15	0						Latin America
ANTH 115F-10	Freshman Seminar: Pseudoarchaeology: Study how archaeologists create evidence-based arguments; critique information and popular theories from the media.	Sauer	3	50					15	0	15	0	F14	Latin America
ANTH 115F-11	Freshman Seminar: Things that Matter: Objects, Materiality, and Consumption: Anthropological approaches to material culture and the value assigned to inanimate possessions.	Vogt	3	50							10	0		Latin America, Andes
ANTH 205	Race in the Americas: Historical analysis of race ideologies and practices in the U.S., Latin America, and the Caribbean.	Gill	3	75							20	0		Latin America
ANTH 206	Theories of Culture and Human Nature: Survey of anthropological theory from 19thC to present; how people create culture and how they are molded by culture.	Eberl, Fowler	3	50	27	1	31	1	32	0	23	0	F14	Latin America
ANTH 210	Culture and Power in Latin America: Survey of Latin America, including native cultures and Spanish and Portuguese heritage.	Gill, Netherly	3	100	32	0	10	0	5	1	18	0	F14	Latin America

Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015		Area	
					UG	G	UG	G	UG	G	UG	G	Offered			
ANTH 211	Archaeology: Introduction to methods used by archaeologists to study prehistoric societies.	Fowler, Sauer	3	25	36	0	14	0			10	0			Latin America	
ANTH 212	Ancient Mesoamerican Civilizations: Development of pre-Hispanic civilization in Mesoamerica, including Olmec, Maya, Toltec, and Aztec civilizations.	Fowler	3	100			27	2					F14		Central/Mesoamerica	
ANTH 213	Archaeology of Ancient Maya Civilization: Case study in cultural evolution and examination of the origins, complex nature, and sudden collapse of the ancient Maya civilization.	Demarest	3	100	14	3	26	2	28	1	7	0			Central/Mesoamerica	
ANTH 215	Collapse of Civilizations: Causes of the decline or collapse of complex societies in the Old and New World.	Demarest	3	50	11	3			9	0					Central/Mesoamerica	
ANTH 216	Ancient Cities: Comparative examination of early cities in the Old World and pre-Columbian America.	Janusek	3	50	14	0					31	0			Latin America	
ANTH 222	Anthropologies and Archaeologies of Community: Creation, maintenance and transformation of communities over time; both ancient and modern examples.	Wernke	3	50			10	2	19	1	9	1	S15		Andes	
ANTH 226	Anthropology of Religion: Cross-cultural analysis through application of theories of religion. Sacrifice, myth, witchcraft, divination, religious change, and millenarian movements.	Ross	3	50			36	3					S15		Latin America	
ANTH 231	Colonial Encounters in the Americas: Theoretical discussion of colonialism as a sociocultural process.	Wernke	3	100	4	2	17	4	14	3			S15		Latin America	
ANTH 232	The Anthropology of Globalization: Perspectives on globalization based on ethnographic case studies.	Fischer	3	25									F14		Latin America	

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Course	Title	Instructor	Hrs	%LAS	2010-11	2011-12	2012-13	2013-14	2014-2015	Area		
				UG	G	UG	G	UG	G	Offered		
ANTH 234	Economic Anthropology: Cross-cultural comparison of concepts of self-interest and rationality; growth of post-industrial economies and economic strategies of ethnic groups. Survey of indigenous alternatives to development.	Fischer	3	25				27	1	Latin America		
ANTH 240	Medical Anthropology: Biocultural aspects of human adaptations to health, disease and nutrition.	Conklin, Béhague	3	25	63	0		23	1	S15 Latin America, Brazil		
ANTH 246	Andean Culture and Society: Historical and contemporary background and issues. Spanish and native American heritage. Urban and rural traditions and change.	Bjork-James	3	100	16	4		1	2	Andes		
ANTH 247	The Aztecs: Origins of the Aztecs and their culture; history, warfare and religion of the Aztec empire.	Fowler	3	100	8	0	2	0	23	3 Mexico		
ANTH 248	Ancient Andean Civilizations: Introduction to ancient South American peoples. Rise and fall of Huari and Inca empires.	Janusek	3	100			25	2	33	0 Andes		
ANTH 250	Anthropology of Healing: Practices and politics of healing in Western and non-Western societies, including shamanism, faith healing, alternative medicine and ecstatic religious experience.	Conklin	3	25	58	0		50	2	41	0 F14 Brazil	
ANTH 254	The Inca Empire: Inca society, agriculture, economy, warfare, ancestor worship, role of feasting, and imperial expansion.	Janusek, Wernke	3	100	30	0	19	2	31	0	10	1 Andes
ANTH 267	Life, Death and the Human Body: Biological and social perspectives of the human body; concepts of gender, health, nature of beauty and physical adornment.	Tung	3	25	32	1						S15 Andes
ANTH 270	Human Osteology: Anatomy of human skeleton. Use of human remains in order to determine individual's demographics, cause of death (including criminal investigation), and cultural practices.	Tung	3	50				20	0	19	0	F14 Latin America

					2010-11			2011-12			2012-13			2013-14			2014-2015	
Course	Title	Instructor	Hrs	%LAS	UG	G	5	UG	G	0	UG	G	0	UG	G	0	Offered	Area
ANTH 279	Ceramic Analysis in Archaeology: Applied methodologies for the analysis of ceramics and other material artifacts focused on Mesoamerica.	Eberl	3	100	3	5											F14	Central/Mesoamerica
ANTH 280	Introduction to GIS/Remote Sensing: Digital representations of space and map features. Integration of satellite imagery with data from other sources.	Wernke	3	25							6	5	2	3				Latin America
ANTH 281	Classic Maya Religion and Politics: Religion and politics in Classic Maya culture, AD 100-1000. Classic iconography and epigraphy.	Eberl	3	100				13	2								S15	Central/Mesoamerica
ANTH 282	Human Landscapes: Sociocultural processes and human-environment interactions in the formation of landscapes and settlement systems. Relationship of archaeology and cultural anthropology in the understanding of social space, sacred landscapes, urban plans, and historical ecology across cultures.	Eberl	3	25									5	2				Latin America
ANTH 284	Problems in Anthropological Theory: Advanced study of cultural evolution, cultural history, ethnic relations, cultural ecology, archaeological method and theory, social structure, political organizations, religious institutions.	Eberl, Ross	3	50	11	0	10	0									S15	Latin America
ANTH 294-1	Special Topics: Archaeology of Slavery: Examines enslavement through archaeology focusing on African slavery in the New World (Brazil). NEW	Orser	3	75													F14	Latin America, Brazil
ANTH 294-2	Special Topics: Andean Archaeology: Methodology and historical overview of archaeology in Chile and Andean South America.	Dillehay	3	100	2	0												Andes
ANTH 303	Seminar: Maya Ethnography: Ethnographic survey of the Maya of Mexico and Guatemala; historical and current data, methods and theories.	Fischer	3	100							0	6						Central/Mesoamerica

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Course	Title	Instructor	Hrs	%LAS	2010-11				2011-12				2012-13				2013-14				2014-2015		Area
					UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	Offered		
ANTH 314	History of Anthropological Theory I: Advanced consideration of anthropological theory from its origins to mid-20thC.	Bjork-James, Ross	3	25	0	9					0	5									F14		Latin America
ANTH 315	History of Anthropological Theory II: Advanced consideration of anthropological theory from 20thC to present.	Bjork-James	3	25	0	9					0	5									S15		Latin America
ANTH 335	Space, Place, and Landscape: Cross-disciplinary approaches to the significance of space and landscape for human societies in the past and present.	Janusek	3	50											0	6							Latin America
ANTH 360	Seminar: South American Archaeology and Ethnohistory: Prehistory of pre-Columbian civilizations of the Andean and lowland regions of South America.	Wernke	3	100							0	4											South America, Andes
ANTH 367-1	Special Topics: Historical Anthropology: Problems, themes, or issues in anthropological theory and methods.	Wernke	3	50	0	6																	Latin America
ANTH 367-1	Special Topics: Culture Theory: Problems, themes, or issues in anthropological theory and methods.	Ross	1-3	50			0	6															Latin America
ANTH 367-1	Special Topics: Amazonia: Problems, themes, or issues in anthropological theory and methods.	Conklin	1-3	100							0	5											Amazonia
ANTH 367-1	Special Topics: Human Rights & Political Violence: Problems, themes, or issues in anthropological theory and methods.	Gill	1-3	100											0	7							Latin America
ANTH 367-2	Special Topics: Bioarchaeology: Problems, themes, or issues in anthropological theory and methods.	Tung	1-3	25										1	7								Latin America
ANTH 367-2	Special Topics: Urbanism: Problems, themes, or issues in anthropological theory and methods.	Janusek	1-3	50			0	6															Latin America
ANTH 367-6	Special Topics: Symbols in Archaeology: Problems, themes, or issues in anthropological theory and methods.	Eberl	3	50			0	3															Latin America
ANTH 367-7	Special Topics: Globalization + EM: Problems, themes, or issues in anthropological theory and methods.	Gill	3	50			0	5															Latin America

EARTH AND ENVIRONMENTAL SCIENCES													
Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015
					UG	G	UG	G	UG	G	UG	G	Offered
EES 210	From Volcanoes to Rainforest: Geology & Ecology in Southern Brazil: Earth and environmental systems and processes in the field (study abroad). NEW	Jorge/ Gualda	3	100									Sum 2015
													Brazil
ECONOMICS													
ECON 222	Latin American Economic Development: Recent economic growth and structural change in Latin American economies.	Zissimos, de Andrade	3	100	94	0	196	1	207	1	169	2	F14, S15
ECON 260W	Seminar on Globalization: Causes of global economic integration.	Maneschi	3	50			18	0	15	0			Latin America
ECON 263	International Trade: International trade in goods and services.	Driskill, Bond	3	25	165	0	127	0	72	0	52	0	S15
ECON 288	Development Economics: Determinants and factors contributing to and/or hindering national economic growth for pre-industrial and newly industrial countries.	Zissimos, Gutierrez	3	50			75	2	76	0	115	3	F14, S15
ECON 355A	Seminar: Research Economic Development: Identification, research, and analysis of an economic problem.	de Andrade, Zissimos	3	50	0	14	0	47	0	40	0	13	F14, S15
ECON 355B	Seminar: Research Economic Development: Identification, research, and analysis of an economic problem.	Zissimos, de Andrade	3	50	0	19	0	32			0	38	F14, S15
ECON 357	International Trade and Economic Development: Selected topics concerning the exchange and transfer of goods and resources between less and more developed countries.	Zissimos, Saggi	3	25	0	6			0	15	0	26	S15
													Latin America
ENGLISH													
ENGL 115F-24	Freshman Seminar: Representations of Haiti: History behind the mythologies and misrepresentations of Haiti.	Dayan	3	100	12	0							Atlantic World

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					2010-11		2011-12		2012-13		2013-14		2014-2015	
Course	Title	Instructor	Hrs	%LAS	UG	G	UG	G	UG	G	UG	G	Offered	Area
ENGL 115F-30	Freshman Seminar: Immigration and U.S. Identity: Comparative and integrative analysis of motivations for, experiences from, and impact of immigration to and assimilation in the U.S.; Caribbean immigration constitutes a third of the course content.	Nwankwo	3	50	15	0	15	0	15	0	15	0	F14	Latin America
ENGL 271	Caribbean Literature: 1902 to present; emphasis on writing since 1952 which marks beginning of West Indian nationalism and rise of West Indian novel.	Nwankwo, Kutzinski	3	100	5	0	18	0	19	0			F14	Atlantic World
ENGL 275	Latino-American Literature: Analysis of Puerto Rican, Dominican, and other Latin American writers in order to understand Latino identity.	Lopez	3	75			17	0	22	0			F14	Latin America
ENGL 288-1	Special Topics: Race, Immigration and Identity, NY & Nashville: Explores immigration from the Caribbean, Africa, and Latin America to these cities.	Nwankwo	3	50					13	0				Atlantic World
ENGL 288-3	Special Topics: Representations of Paradise Caribbean: Explore the portrayal and presence of the Caribbean in literature and media.	Nwankwo	3	50					9	0				Atlantic World
ENGL 288-6	Special Topics: Representations of Haiti: History behind the mythologies and misrepresentations of Haiti.	Dayan	3	100	8	0							S15	Atlantic World
ENGL 355	Special Topics: Atlantic World/Hemispheric Studies: Geocultural relations as articulated in literary, critical, historical, and anthropological texts about the Americas/New World.	Kutzinski	4	50					0	20				Atlantic World
HISTORY														
HIST 115F-4	Freshman Seminar: Destruction of the Indies: Analysis of the encounter and conquest of the Americas through indigenous and European sources.	Landers	3	100					12	0				Atlantic World

Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015		Area
					UG	G	UG	G	UG	G	UG	G	Offered		
HIST 137	Colonial Latin America: Survey of Latin American history from pre-Columbian times to colonial period and independence in early 19thC.	Eakin, Robinson, Wright-Rios	3	100	20	0	29	0	30	0	20	0	F14		Latin America
HIST 138	Modern Latin America: Survey of Latin America from early 19thC to present.	Castilho, Eakin	3	100	14	0	9	0	35	0	31	0	S15		Latin America
HIST 165	Foreign Expansion of American Banking: Focus on U.S. investment and capital in the Caribbean and elsewhere.	Hudson	3	25	29	0	28	0			27	0			Latin America
HIST 200W	The History Workshop: Latin American Historiography: Introduction to the historian's craft and using primary documents; research methodology.	Castilho, Blackett, Eakin	3	100			19	0	27	0	16	0	F14, S15		Latin America
HIST 244	Rise of the Iberian Empire: Pre-Columbian societies, Spanish expansion in the Americas, formation of trans-Atlantic societies.	Robinson, Landers	3	100	18	0			3	5					Latin America
HIST 245	Reform, Crisis, and Independence: Maturation of transatlantic societies; revolutions for independence; reorganization of Spanish and Portuguese empires.	Robinson	3	75			22	1					S15		Atlantic World, Latin America
HIST 247	Modern Mexico: Independence in 1821 to present.	Wright-Rios	3	100					3	2					Mexico
HIST 248	Central America: Iberian and Amerindian background; independence; U.S. presence; political and social revolutions in 20thC.	Robinson	3	100			48	11			28	2			Central/Mesoamerica
HIST 249	Brazilian Civilization: History from pre-Columbian times to the present; clash and fusion of Portuguese, Amerindian and African cultures; industrialization, race relations and politics in 20thC.	Castilho	3	100	7	4							F14		Brazil
HIST 251	Reform and Revolution Latin America: Comparative analysis of revolutions and reform movements in 20thC Latin America focusing on land tenure, social classes, politics, economy and foreign influence.	Eakin, Wright-Rios	3	100	24	10			8	2			S15		Latin America

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					2010-11		2011-12		2012-13		2013-14		2014-2015		
Course	Title	Instructor	Hrs	%LAS	UG	G	UG	G	UG	G	UG	G	UG	G	Area
HIST 253A	Latin America and the United States: The relationship between Latin America and the U.S. from the early 19thC to present.	Robinson	3	100	36	0	34	0	27	2	25	2			Latin America
HIST 253	African Religions in the Americas: An interdisciplinary study of Islam, Christianity, and Animist religions in pre-colonial Africa; their transformation and practice in the Americas. Case studies of Brazil, Cuba, and the American South. Material culture studies and visits to local museum exhibits. NEW	Landers	3	75										S15	Latin America
HIST 254A	Race and Nation in Latin America: Special topic seminar analyzing race in Brazil and other Latin American nations.	Castilho	3	100			12	0	4	3					Latin America
HIST 257	Caribbean History, 1492-1983: Amerindian society, age of encounter, conquest, slavery and abolition.	Blackett	3	100					17	5				S15	Atlantic World
HIST 286B	U.S. and Caribbean Encounters: Haitian Revolution to Grenada invasion; African American and Afro-Caribbean interaction.	Hudson	3	75			10	0						S15	Atlantic World
HIST 286D	Pirates of the Caribbean: Imperial competition for control of the Caribbean; state-sponsored piracy; consequences; the life of pirates.	Landers	3	50					9	0	10	0			Atlantic World
HIST 294	Selected Topics in History: Contemporary Caribbean: Revolution in Haiti, Mexico, and Cuba.	Robinson	3	100					4	1					Atlantic World, Mexico
HIST 294	Selected Topics in History: Panama, the Canal, and the United States: Examination of the history of Central America and U.S. relations, maritime commerce, and geopolitics.	Robinson	3	100							1	4			Central/Mesoamerica
HIST 298B	Senior Honors Research Seminar: Religious Conflict and Change in Latin America: Independent research and study for honors thesis students.	Wright-Rios	3	100	1	2									Latin America

Course	Title	Instructor	Hrs	%LAS	2010-11			2011-12			2012-13			2013-14			2014-2015	Area
					UG	G		UG	G		UG	G		UG	G			
HIST 358	Comparative Slavery in Colonial Americas: Interdisciplinary and cross-cultural study of slavery and resistance in Latin America.	Landers	4	100							0	13					S15	Latin America
HIST 359	Atlantic World, 15th-19th Century: Interdisciplinary readings on the creation of an Atlantic World system; slave trade, economics, imperialism and resistance.	Landers	3	100				0	8									Atlantic World
HIST 361	Studies in Latin American History: 20thC Political and Social Movements: State formation in modern Latin America and persistent tensions over contending ideas of national belonging; questions of democratic representation, the struggles for political, social, and economic inclusion.	Robinson	4	100							0	13					S15	Latin America
HIST 361	Studies in Latin American History: Citizenship and Performance in the Americas (the long 19th century): Seminar on citizenship from hemispheric and interdisciplinary perspectives.	Castilho	4	100													F14	Latin America
HIST 365	Research Seminar in Latin American History: Social and Cultural Change in Latin American History: Historiographical overview of methods and scholarship for Latin American regional studies in both colonial and modern periods.	Wright-Rios, Eakin	4	100	0	14					0	5					F14	Latin America
INTERDISCIPLINARY STUDIES																		
INDS 270A	Global Citizens and Service, Costa Rica (VISAGE): Service-learning course introducing themes and interpretations of global citizenship.	Helmuth	3	100	14	0					13	0					S15	Central/Mesoamerica
INDS 270B	Global Citizens and Service, Costa Rica (VISAGE): Service-learning course introducing themes and interpretations of global citizenship. Study abroad course.	Helmuth	1-3	100	12	0					13	0					Sum 2015	Central/Mesoamerica

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						2010-11	2011-12	2012-13	2013-14	2014-2015				
Course	Title	Instructor	Hrs	%LAS	UG	G	UG	G	UG	G	Offered	Area		
INDS 270C	Global Citizens and Service, Costa Rica (VISAGE): Service-learning course introducing themes and interpretations of global citizenship.	Helmuth	3	100	5	0						Central/Mesoamerica		
LATIN AMERICAN STUDIES														
*LAS 099	Commons (Freshman) Seminar: Hurricanes, Cocoa, and Cigars: Introduction to the K'iche' Mayan language and Maya culture. This course is supported with NRC funds.	Sattler	1	100				7	0			Central/Mesoamerica		
LAS 115F	Freshman Seminar: Nobel Laureates in Literature from Latin America and the Caribbean: Read and analyze works from Nobel Laureates in literature from the regions.	Miller	3	100							F14	Latin America, Atlantic World		
LAS 201	Intro to Latin America: Multidisciplinary survey of Latin America from pre-Columbian times to present; focus on culture, economic and political patterns.	Bogenschild, Robinson	3	100	36	1	34	5	36	0	35	0	S15	Latin America
LAS 202	Intro to Brazil: Multidisciplinary survey of Brazilian history and culture from pre-Columbian times to present.	Robinson	3	100			20	5	21	3	23	4		Brazil
LAS 231	Protest Music in Latin America: Politics of musical culture; music as a marker of sociopolitical change and an agent of political transformation.	Simonett	3	100	15	0			11	2	12	3		Mexico
LAS 290	Interdisciplinary Research Methods: Principal research methods and sources necessary for the study of Latin America in the social sciences and humanities. Required for LAS majors and M.A. students.	Covington, Fowler, Wright-Rios	3	100	8	6	10	6	5	13	7	1	F14	Latin America
LAS 294A	Special Topics: Development, Politics and Institutions in Latin America: Historical examination of democracy, institutions, development, and distribution of political power in Latin America.	Zissimos	3	100	0	5								Brazil

Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015	Area
					UG	G	UG	G	UG	G	UG	G	Offered	
LAS 294A	Special Topics: Jews and Judaism in Latin American and Caribbean Literature: Interdisciplinary examination from the perspective of the social sciences and humanities.	Miller	3	100					3	0				Latin America, Atlantic World
LAS 330	Culture and Music of Mexican Borderlands: Ethnographies and interpretations of sociocultural life in the Mexican borderlands.	Simonett	3	100		0	5							Mexico
MEDICINE, HEALTH AND SOCIETY														
MHS 218A	Health, Development, and Culture in Guatemala (VISAGE): Undergraduate seminar on the social dimensions of health in Guatemalan communities; history, culture, and political economy of Guatemala.	Fischer/Dickins de Girón	3	100	5	0					9	0	S15	Central/Mesoamerica
MHS 218B	Health, Development, and Culture in Guatemala (VISAGE): Undergraduate service learning course as a continuation of MHS 218A. Study abroad course.	Fischer/Dickins de Girón	1-3	100							8	0		Central/Mesoamerica
MHS 296	Health, Development, and Culture in Guatemala (VISAGE): Project- and researched-based independent study drawing on student experiences and learning in MHS 218A & B.	Fischer/Dickins de Girón	3	100									F14	Central/Mesoamerica
POLITICAL SCIENCE														
PSCI 213	Democratization and Political Development: Comparative study of political development; focus on institutions.	Hiskey	3	50	32	4							S15	Latin America
PSCI 217	Latin American Politics: Cross-national analysis of political institutions, cultures and processes of change in Latin America.	Zechmeister, Hiskey	3	100	46	1			37	2			F14	Latin America
PSCI 219	Politics of Mexico: Survey of contemporary Mexican politics from a comparative perspective.	Hiskey	3	100	22	1					38	0		Mexico

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Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015		Area	
					UG	G	UG	G	UG	G	UG	G	UG	G	Offered	
PSCI 225	International Political Economy: Survey of interaction of political and economic issues at a global level; theories of interdependence, imperialism, developing countries, and economic origins of war.	Alexander	3	25	109	0	103	0	100	3	99	0			F14	Latin America
PSCI 228	International Politics of Latin America: Latin America's role in the international and inter-American system; other actors' responses to revolutionary change in Latin America; changing international relationships.	Zechnmeister	3	100			38	0			38	1			S15	Latin America
PSCI 236	Politics of Global Inequality: Causes of international inequality; economic development, and income distribution.	Seligson, Hiskey	3	50			37	0	15	0	36	0				Latin America
PSCI 315	Research in Latin American Politics - Democracy and Development in Latin America: Graduate research and methodology seminar on Latin American politics.	Hiskey	3	100			0	14			0	6			S15	Latin America
PSCI 317	Political Economy of Development: Causes of international and national inequalities in the distribution of wealth; impact of geography, natural resources, democracy, culture, and the world system on inequality.	Seligson	3	50			0	11								Latin America
PSCI 319	Research in Comparative Analysis: Graduate research on selected topics in comparative politics.	Hiskey	3	25	0	2										Latin America
HONS 186/ PSCI 176	Public Opinion in Latin America: Undergraduate honors seminar; practical use and analysis of LAPOP data.	Zechnmeister	3	100	17	0	17	0								Latin America
PORTUGUESE LITERATURE																
PORT 115F	Freshman Seminar: Exploration of Brazilian Culture: Independent learning and inquiry where students can express knowledge and defend opinions through intensive class discussion, oral presentations, and written expression.	Oliveira	3	100					17	0					F14	Brazil

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Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015		Area
					UG	G	UG	G	UG	G	UG	G	Offered		
*PORT 115F	Freshman Seminar: Modern Brazil: Shaping of a Nation: Historical examination of the evolution of Brazil to a global power. This course is supported with NRC funds.	Bahia	3	100							14	0			Brazil
PORT 203	Brazilian Pop Culture: Movies, music, television and film in Brazil.	Bahia, Oliveira	3	100	11	2	7	0	12	0	8	2	F14		Brazil
PORT 205	Intro to Luso-Brazilian Literature: Critical readings and methods of literary analysis of masterpieces from Portugal and Brazil.	Bahia, Oliveira, Fitz	3	75	15	4	7	0	5	1	7	1	S15		Brazil
*PORT 225	Brazilian Culture (through Native Material): Modern Brazilian culture, including popular music, film, politics, family life and sports through native material. <u>This</u> course is supported with NRC funds.	Oliveira, Bahia	3	100			13	1	7	3	6	9			Brazil
PORT 232	Brazilian Literature through the 19th Century: Main literary trends, principal writers and works from colonial to 19thC Brazil.	Fitz	3	100	8	3			4	1			F14		Brazil
PORT 233	Modern Brazilian Literature: Brazilian literature from the Semana de Arte Moderna to the present; Modernist and neo-Modernist movements.	Fitz, Bahia	3	100	7	2	2	2			5	2			Brazil
PORT 294-1	Special Topics in Portuguese Language, Literature, or Civilization: Machado, Clarice, and Pessoa: Exploration of the works of three authors.	Fitz	3	100			1	5							Brazil
*PORT 294-1	Special Topics in Portuguese Language, Literature, or Civilization: Brazilian Literary Classics in Dialogue with New Media. <u>This course is supported with NRC funds.</u>	Bahia	3	100					7	3					Brazil
PORT 294-1	Special Topics in Portuguese Language, Literature, or Civilization: Soccer in Brazilian Culture: Examination of soccer as a main component of Brazilian identity.	Oliveira	3	100							5	1			Brazil

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Course	Title	Instructor	Hrs	%LAS	2010-11	2011-12	2012-13	2013-14	2014-2015	Area
					UG	G	UG	G	UG	
PORT 295	Special Topics in Portuguese and Brazilian Literature or Civilization in English Translation: Contemporary Brazilian Fiction: Emerging trends and themes in Brazilian publications with the rise of the middle class. NEW	Oliveira	3	100						F14 Brazil
PORT 341	Spanish American and Brazilian Lit I: Literature in a comparative perspective, conquest to end of 19thC.	Fitz	3	100	2	2				Brazil
PORT 342	Spanish American and Brazilian Lit II: Literature in a comparative perspective, 20thC to present.	Fitz	3	100	0	2				Brazil
PORT 385	Seminar: Experimental Novel in Brazil and Spanish America	Fitz	3	100		0	8			Brazil, Latin America
PORT 385	Seminar: Latin American Cinema	Oliveira	3	100		2	7			Latin America
PORT 385	Seminar: Novissima Prosa Brasileira	Oliveira	3	100			0	4		Brazil
PORT 398	Special Studies in Brazilian Literature: Examination of colonial and contemporary Brazilian literature.	Fitz	1-6	100			0	1	0	1 F14 Brazil
SOCIOLOGY										
SOC 220	Population and Society: Mutual influence of demographic factors and social structure; population policy and national development.	Sana	3	25	36	0	64	0	70	0 F14 Latin America
SOC 274	Immigration in America: Theories of international migration; economic and social impact; migrant experience; historic and current U.S. law and policy.	Sana	3	25			8	0		S15 Latin America
SPANISH LITERATURE										
SPAN 115F-2	Freshman Seminar: Border Identities: Investigation and cross-analysis of the fluid nature of identity in order to better understand the troubles surrounding national identities in the U.S. and Latin America.	Trigo	3	50			11	0		F14 Latin America

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Course	Title	Instructor	Hrs	%LAS	2010-11			2011-12			2012-13			2013-14			2014-2015	Area
					UG	G		UG	G		UG	G		UG	G			
SPAN 115F-4	Freshman Seminar: Language and Law: Role of language in legal settings, operation of justice in the Americas; denial of justice to Spanish-speakers in the U.S. and to indigenous language-speakers in Latin America.	Berk-Seligson	3	25				12	0						8	0		Latin America
SPAN 115F	Freshman Seminar: Ecocritical Perspectives in Latin American Literature: Environmental health and justice in literature by Spanish American writers from Chile, Colombia, Costa Rica, Cuba, Mexico, and Peru from pre-Columbian times to the 20thC.	Helmuth	3	100												F14		Latin America
SPAN 203	Intro Spanish and Spanish-Am Lit: Critical reading and methods of literary analysis.	Staff	3	50	184	0		187	0		168	0		166	0		F14, S15	Latin America
SPAN 223	Spanish American Civilization: The development of Spanish American culture from colonial times to present; basic institutions, political and socioeconomic patterns, education, the arts, and folklore. NEW: students have the option to take this course through study abroad.	Cárdenas Bunsen	3	100										11	0			Latin America
SPAN 227	Film and Culture in Latin America: Latin American cinema from the perspective of cultural history. Cross-listed as PORT 294-02.	Oliveira	3	100										16	0			Latin America
SPAN 235	Spanish American Literature (from conquest to 1900): Development of all forms from colonial times to World War I; unity and diversity of Spanish American literature.	Trigo, Hill, Cárdenas Bunsen	3	100	20	0					36	0		26	0		F14, S15	Latin America
SPAN 236	Contemporary Spanish American Literature (from 1900 to the present): Literary forms from World War I to present; emphasis on Neruda, Borges, Paz, García Márquez and others.	Helmuth, Hill, Jrade	3	100	39	1		20	1		15	0		13	0			Latin America
SPAN 237	Contemporary Lyric Poetry: From Modernism to the present in Spain and Spanish America.	Jrade	3	50										14	0			Latin America

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					2010-11	2011-12	2012-13	2013-14	2014-2015					
Course	Title	Instructor	Hrs	%LAS	UG	G	UG	G	UG	G	Offered	Area		
SPAN 239	Development of the Novel: From the 17th century through Realism and Naturalism in Spain and Spanish America.	Zamora	3	50					18	0		Latin America		
SPAN 240	The Contemporary Novel: New forms in the 20thC novel in Spain and Spanish America.	Wasick, Zamora	3	50			25	0	18	0		Latin America		
SPAN 243	Latino/a Immigration Experience: Literature and film that depict the immigration and assimilation experiences of the main Latino groups; service to Latino community part of course work.	Olazagasti-Segovia	3	50	25	0	20	0	17	0	18	0	S15	Latin America
SPAN 244	Afro-Hispanic Literature: From 19thC slave narrative to modern writers such as Miguel Barnet, Alejo Carpenter, and Quince Duncan.	Luis	3	100	11	0					7	1		Latin America
SPAN 247	Spanish-American Literature of the Boom Era: 1960s: Fuentes' <i>La muerte de Artemio Cruz</i> , Cortázar's <i>Rayuela</i> , Vargas Llosa's <i>La ciudad y los perros</i> , Cabrera Infante's <i>Tres tristes tigres</i> , and García Márquez's <i>Cien años de soledad</i> .	Falconi	3	100			17	0	19	0	16	0		Latin America
SPAN 260	Development of Short Story: From early manifestations in Spain to present in Spain and Spanish America.	Karageorgou-Bastea, Hill	3	50			22	0	32	1	6	0		Latin America
SPAN 274	Literature and Medicine: Modern intersections of literature and medicine in Latin America, especially in Puerto Rico; from social hygiene literature to autobiographical disease narrative.	Trigo	3	100	21	0	21	0	18	0	18	0	S15	Latin America
SPAN 275	Latina and Latin American Women Writers: Contemporary writing of women in Latin America and of Latinas in the U.S.	Trigo	3	50			14	0	18	0			F14	Latin America
SPAN 277	Literary Genres and National Identities in Latin America. NEW.	Cárdenas Bunsen	3	100									S15	Latin America
SPAN 280	Undergraduate Seminar: What is Enlightenment?: Exploration of 18thC Age of Reason in the Hispanic world.	Hill	3	100							17	0		Latin America

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Course	Title	Instructor	Hrs	%LAS	2010-11			2011-12			2012-13			2013-14			2014-2015	
					UG	G		UG	G		UG	G		UG	G		Offered	Area
SPAN 280	Undergraduate Seminar: Colonial Americas. NEW	Hill	3	100													S15	Latin America
SPAN 281	Dramas of Identity: Critical works and plays from different periods; principles of dramaturgy.	Wasick	3	50				11	0								S15	Latin America
SPAN 285	Discourse Analysis: Linguistic pragmatics; speech acts in conversation as patterned activity rather than unpredictable behavior; comparisons with English.	Berk-Seligson	3	25							6	1						Latin America
SPAN 294-1	Special Topics in Hispanic Literature: Modern Latin American Poetry. Cross-listed as PORT 294.	Fitz	3	100							10	0	8	0				Latin America
SPAN 294-1	Special Topics in Hispanic Literature: Latin American National Genres	Cárdenas Bunsen	3	100							13	2				S15		Latin America
SPAN 294-1	Special Topics in Hispanic Literature: Jungle Narratives	Cárdenas Bunsen	3	100							12	0	12	0				Latin America
SPAN 294-1	Special Topics in Hispanic Literature: Celebration and Play in Latin American Literature: Comparative analysis of the celebration phenomenon and identity in Mexico, the Andean region and the Caribbean. Discussion based on colonial and contemporary texts, paintings, and film.	Cárdenas Bunsen	3	100												F14		Latin America, Andes, Atlantic World
SPAN 294-2	Special Topics in Hispanic Literature: Art and Literature in Spanish America	Jrade	3	100				15	0									Latin America
SPAN 294-2	Special Topics in Hispanic Literature: Identity in the Americas	Hill	3	100							15	3						Latin America
SPAN 294-2	Special Topics in Hispanic Literature: Politics of Identity in Hispanic Literature: Examination of the writings of Latinas/Latinos from the four largest groups: Chicanos, Cuban-Americans, Puerto Rican-Americans, and Dominican Americans.	Luis	3	50												F14		Mexico, Atlantic World
SPAN 294-3	Special Topics in Hispanic Literature: Theory and Practice of Literary Translation. Cross-listed as PORT 294.	Fitz	3	100				17	0		12	0	9	0				Latin America

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Course	Title	Instructor	Hrs	%LAS	2010-11	2011-12	2012-13	2013-14	2014-2015	Area	
				UG	G	UG	G	UG	G		
SPAN 294-4	Special Topics in Hispanic Literature: Transcultural Mapping: Havana, San Juan, Santo Domingo, and New York	Luis	3	75		8	2			Atlantic World	
SPAN 295	Special Topics in Spanish Language and Linguistics: Language and the Law: Role of language in legal settings, operation of justice in Americas; denial of justice to Spanish-speakers in the U.S. and to indigenous language-speakers in Latin America.	Berk-Seligson	3	25		7	0			Latin America	
SPAN 296	Special Topics in Hispanic Culture: Inventing Indians	Hill	3	75				5	1	Latin America	
SPAN 296	Special Topics in Hispanic Culture: Fictions of Race: Survey of the concept of race in various disciplines and use of race in plays, novels, and short stories from Latin America and the U.S. NEW	Hill	3	100						Latin America	
SPAN 301	Literary Analysis and Theory: Methods of literary analysis for the teaching of literature; systematic application of structuralist and poststructuralist theories. Cross-listed as PORT 301.	Karageorgou-Bastea, Zamora	3	50	0	5	0	5	0	2	Latin America
SPAN 334	Ordering and Disrupting Fictions in Latin America: Examination of 19th century narrative, "foundational fictions" and their authorial function, and the cultural production of 19th century Spanish America.	Trigo	3	100					0	5	Latin America
SPAN 336	Self-Writing in Latin America: Theory and practice of self-writing; memoir, testimony, and autobiography in Latin America.	Trigo	3	100		0	8			S15	Latin America
SPAN 337	Melancholy Novel in Latin America: Works of mourning and remembering by Latin American and Latina women writers.	Trigo	3	100	0	11					Latin America
SPAN 338	Graduate Seminar: Studies in Colonial Literature: Garcilaso Inca de la Vega: Analysis of colonial literature.	Cárdenas Bunsen	3	100			0	9			Latin America

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Course	Title	Instructor	Hrs	%LAS	2010-11			2011-12			2012-13			2013-14			2014-2015	
					UG	G		UG	G		UG	G		UG	G		Offered	Area
SPAN 338	Graduate Seminar: Studies in Colonial Literature: Natural Law and Rights in Colonial Literature: Exploration of natural law in the region after Columbus's arrival to the Indies through the period's major writings.	Cárdenas Bunsen	3	100										0	5			Latin America
SPAN 352	Issues in Hispanic Cinema: Transatlantic Voyages: Study of the theme of transatlantic travels in contemporary Spanish and Latin American cinema and its connection with historical imperial roots.	Zamora	3	50										0	6			Latin America
SPAN 375	Studies in Trans-Atlantic Literature and Culture: Poetry in the Era of Memory: Seminar on themes of cross-Atlantic identity from Iberia to Latin America.	Karageorgou-Bastea	3	50										0	4			Latin America
SPAN 375	Seminar: Studies in Trans-Atlantic Literature and Culture: Transatlantic Enlightenment: Interdisciplinary survey of trends and authors of the Hispanic 18thC on both sides of the Atlantic.	Hill	3	50												F14		Latin America
SPAN 389-1	Special Topics in Spanish American Literature: Literature and Human Rights	Cárdenas Bunsen	3	100	0	7												Latin America
SPAN 389-1	Special Topics in Spanish American Literature: Literature and Politics in the Cuban Revolution	Luis	3	100			0	8										Atlantic World
SPAN 389-1	Special Topics in Spanish American Literature: Narratives of Nation Building: U.S. and Latin American nationalisms and literatures (primarily prose from the long-19th century) from the perspective of Hemispheric American Studies.	Hill	3	75										0	13			Latin America
SPAN 389-1	Special Topics in Spanish American Literature: Life and Works of the Cuban Slave Poet Juan Francisco Manzano	Luis	3											0	3			Latin America
SPAN 389-1	Special Topics in Spanish American Literature: Colonial Pathologies	Trigo	3	100							0	7						Latin America
SPAN 389-1	Special Topics in Spanish American Literature: Fin de Siecle	Jrade	3	100							0	7						Latin America

Course	Title	Instructor	Hrs	%LAS	2010-11	2011-12	2012-13	2013-14	2014-2015	Area				
				UG	G	UG	G	UG	G	Offered				
SPAN 389-2	Special Topics in Spanish American Literature: Foundation Fictions: Study literature about nation formation and identity in colonial Latin America.	Trigo	3	100	0	7				S15	Latin America			
SPAN 389-2	Special Topics in Spanish American Literature: Mestizaje Otherwise: Study literature dealing with race, ethnicity, identity and power in colonial Latin America.	Hill	3	100			0	6			Latin America			
SPAN 396	Special Studies in Spanish Linguistics: Independent study for graduate students.	Rasico, Berk-Seligson	1-6	25			0	1	0	0	F14, S15	Latin America		
SPAN 398	Special Studies in Spanish American Literature: Independent study for graduate students.	Zamora, Luis, Karageorgou-Bastea	1-6	75				0	1	1	F14	Latin America		
PROFESSIONAL SCHOOLS														
DIVINITY SCHOOL														
DIV 3345/ REL 3345	Latin American Biblical Criticism: Analysis of critiques by Latin Americans in the diaspora and other minorities.	Segovia	3	25	0	23					S15	Latin America		
SCHOOL OF ENGINEERING														
*BME 290A-2	Service Learning in Guatemala: Practical experience repairing biomedical equipment in hospital in Guatemala during Spring Break; includes basic introduction to Guatemalan culture. Service learning course. This course is supported with NRC funds.	Paschal	1	50		12	0		12	0	S15	Central/Mesoamerica		
LAW SCHOOL														
LAW 755	International Criminal Law: Survey of the field through criminal courts, hybrid tribunals, and domestic implication of international crimes.	Newton	3	50	0	19	0	12	0	26	0	12	F14	Latin America, Andes

Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015	Area
					UG	G	UG	G	UG	G	UG	G	Offered	
LAW 826A	International Mergers and Acquisitions Short Course: Structuring and executing cross-border M&A deals in which one or more of the parties involved are non-U.S. entities, with particular emphasis on Brazil.	Mussnich, Aldrich, Schnell	1	75							0	12	S15	Brazil
OWEN GRADUATE SCHOOL OF MANAGEMENT														
MGT 428-1	Social Enterprise and Entrepreneurship: Practical experience in market analysis and feasibility study of establishing a microfinance program in Guatemala; includes introduction to Guatemalan culture, history and society.	Schorr	2	25	0	20	0	7	0	25	0	30	S15	Central/Mesoamerica
MGT 559-D	Project Pyramid: Practical experience in building entrepreneurial partnerships for sustainable development; microfinance and other economic development projects focused on Guatemala; includes introduction to Guatemalan culture, history and society.	Victor	1	50	0	18			0	12	0	8	S15	Central/Mesoamerica
PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT														
HOD 2400	Global Dimensions of Community Development: Examination of the nature, functioning and development of local organizations affected by globalization in foreign countries; impacts of multilateral and global institutions in different social and cultural settings.	Heuser	3	25			25	1	24	0	27	0	S15	Latin America
HOD 2430	Education and Economic Development: Theory and measurement of returns to human capital investment; effects of education on health, population and social cohesion. Cross-listed as ECON 240.	Heyneman	3	25	16	0	25	0	20	0	24	0	S15	Latin America
HOD 2610	Community Development Organizations and Policies: Introduction to the practice of community development, organizations and policies through research and case studies.	Fraser	3	25	11	0	15	3			23	0	S15	Latin America

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SCHOOL OF MEDICINE															
Course	Title	Instructor	Hrs	%LAS	2010-11	2011-12	2012-13	2013-14	2014-2015						
MED.IDIS.5235	Intermediate Medical Spanish: Spanish language course for medical students.	Catanzaro	3	100	0	30	0	30	0	30	0	30	0	30	Latin America
IDIS 5619	Chronic Diseases, Malnutrition, and Maternal Health in Central America (immersion course): Global health clinical rotation for medical students at partner sites in Guatemala, Honduras, and Nicaragua.	D. Morgan	3	100										F14, S15	Central/Mesoamerica
PUBH 5541, IGHM 5241, MHS 306	Foundational Skills in Global Health: Core field tools and methodologies; implementation and leadership of global health programs. Underpinnings of health systems, data collection and analysis, program design, and management.	Aliya, Etherington	3	25			0	15	0	14	0	11	S15		Latin America
PUBH 5542, IGHM 5240, MHS 305	Foundations of Global Health: Health determinants and interventions used to improve health, particularly in low-resource settings; core research and evaluation methodologies used in the field.	Heimbürger, Moon	3	25	9	16	3	4	4	6	8	4	S15		Latin America
PUBH 5544, IGHM 5244, MHS 311	Ethics in Global Health: Examination of leadership theory and practice for students seeking leadership positions in global health.	Heitman	1	25	4	4	9	0	2	2	2	3	S15		Latin America
PUBH 5549	Case Studies in Tropical Diseases: Introduction to tropical diseases and parasitology in a clinical case study format.	Wester	1	25	2	6	0	10	0	7	0	2	Sum15		Atlantic World
PUBH 5550, IGHM 5250, MHS 314	Global Health Politics and Policy: Introduction to core global health problems facing the world's populations today and examines the efforts taken to improve health at a global level.	Dyer, Heimbürger	1	25	0	10	0	7	0	7	0	12	S15		Latin America
VIGH/IGHM 5248, MHS 313	Introduction to Medical Anthropology: Focuses on a broad range of medical anthropology topics and theoretical approaches to understanding illness in cultures around the world.	Audet	1	25	3	8	0	9	0	8					Latin America

Course	Title	Instructor	Hrs	%LAS	2010-11		2011-12		2012-13		2013-14		2014-2015	Area
					UG	G	UG	G	UG	G	UG	G	Offered	
VIGH/IGHM 5255	Global Health in Nicaragua: Health care disparities between Nicaragua and Nashville, role of visiting health care provider, and nutrition.	Desai, Fenlason	1	50	0	22	0	16	0	19	0	15	Sum15	Central/Mesoamerica
SCHOOL OF MUSIC														
MUSE 101A	Vanderbilt Symphonic Choir: Choral ensemble that performs literature requiring large forces, such as masses and oratorios; includes preparation and performance of Ariel Ramirez's Misa Criolla.	Biddlecombe	1	50					58	0	104	0	F14	Andes
MUSL 250	Music of Latin America and the Caribbean: Survey of native music and culture in Mexico, Brazil and the Caribbean.	Simonett	3	100	16	0	12	0	8	1	3	0	S15	Latin America
LANGUAGE ACQUISITION COURSES														
INDIGENOUS LANGUAGES														
ANTH 223	Introduction to Classical Nahuatl: Structure of Nahuatl language, introduction to culture, reading texts.	Romero	3	100	4	2	2	0						Central/Mesoamerica
*ANTH 269/ ANTH 288A	Intro to Maya Language: Introduction to contemporary Mayan languages; structure of Mayan languages, linguistic analysis, and cultural concepts. <u>This course is supported with NRC funds.</u>	Sattler/Tahay	5	100	1	3	2	2	4	4			F14	Central/Mesoamerica
*ANTH 277	Intermediate Conversational K'iche' Maya: Grammar, vocabulary, elaborate conversations and readings of intermediate difficulty. <u>This course is supported with NRC funds.</u>	Sattler/Tahay	5	100	0	3	1	2	1	4			S15	Central/Mesoamerica
*ANTH 278	Advanced K'iche' Maya: Vocabulary, conversational skills, readings of modern and colonial texts, research project; course taught in K'iche'. <u>This course is supported with NRC funds.</u>	Sattler/Tahay	5	100	2	4	1	3	0	3	0	3	F14	Central/Mesoamerica

Appendix 1: Vanderbilt Center for Latin American Studies Course List

Course	Title	Instructor	Hrs	%LAS	UG	G	UG	G	UG	G	UG	G	2014-2015 Offered	Area
*ANTH 285	Readings in K'iche' Maya: Focus on reading advanced K'iche' Maya texts, including colonial and contemporary documents; course taught in K'iche'. <u>This course is supported with NRC funds.</u>	Sattler/Tahay	3	100	1	4	0	3	0	3	0	3	S15	Central/Mesoamerica
PORTUGUESE LANGUAGE														
PORT 102	Intensive Elementary Portuguese: Accelerated introduction to reading, writing and speaking; emphasis on practical usage.	Staff	4	100	33	7	46	4	55	17	51	26	F14, S15	Brazil
*PORT 200	Intermediate Portuguese: Review of Portuguese grammar with emphasis on conversation, composition and reading of modern Portuguese literary texts. <u>This course is supported with NRC funds.</u>	Oliveira, Bahia	3	100	17	5	25	2	26	11	27	2	F14, S15	Brazil
*PORT 201	Portuguese Composition and Conversation: Techniques of expository writing; focus on vocabulary; grammar and rhetoric. <u>This course is supported with NRC funds.</u>	Bahia, Fitz	3	100	7	0	8	0	8	2	8	5	S15	Brazil
*PORT 202	Portuguese Conversation: Development of speaking skills with emphasis on pronunciation, grammar, and vocabulary. <u>This course is supported with NRC funds.</u>	Bahia	3	100	7	1							S15	Brazil
SPANISH LANGUAGE														
SPAN 100	Beginning Spanish/Spanish for True Beginners (all sections included here): Development of basic listening, speaking, writing and reading skills through a communicative approach; for students with no previous exposure to Spanish.	Staff	5	100	96	3	103	1	111	4	79	3	F14, S15	Latin America
SPAN 101	Elementary Spanish I (all sections included here): Basic listening, speaking, writing and reading skills through a communicative approach; all instruction in Spanish.	Staff	5	100	129	1	143	1	126	3	133	0	F14, S15	Latin America

Course	Title	Instructor	Hrs	%LAS	2011-12			2012-13			2013-14			2014-2015			Area
					UG	G		UG	G		UG	G		Offered			
SPAN 102	Elementary Spanish II (all sections included here): Further development of listening, speaking, writing and reading skills through a communicative approach; all instruction in Spanish.	Staff	5	100	173	1	208	1	194	1	171	0		F14, S15			Latin America
SPAN 103	Intensive Elementary Spanish (all sections included here): Communicative approach to reading, writing and speaking Spanish for students with 1-3 years of Spanish.	Staff	5	100	170	1	188	1	187	1	213	1		F14, S15			Latin America
SPAN 104	Intermediate Spanish (all sections included here): Development of intermediate linguistic competence in Spanish through study of Spanish speaking cultures.	Staff	5	75	198	0	218	0	205	0	195	4		F14, S15			Latin America
SPAN 201W	Intermediate Spanish Writing (all sections included here): Development of expository writing skills; focus on rhetorical techniques.	Staff	3	75	269	1	282	2	286	1	275	2		F14, S15			Latin America
SPAN 202	Spanish Oral Communication: Development of speaking skills through study of Spanish and Hispanic cultures and current affairs.	Staff	3	50	169	0	172	1	165	2	131	0		F14, S15			Latin America
SPAN 206	Spanish for Business and Economics: Linguistic skills and cultural information for conducting business in the Spanish-speaking world.	Catanzaro	3	75	41	1	46	0	42	1	45	0		F14, S15			Latin America
SPAN 207	Advanced Conversation: Development of conversational skills through focus on contrasting contemporary issues.	Falconi, Delassus	3	75	53	1	57	1	60	2	45	3		F14, S15			Latin America
SPAN 208	Advanced Conversation through Cultural Issues in Film: Spanish and Latin American films as the basis for discussion and analysis of linguistic, cultural and social issues.	Olazagasti- Segovia	3	75	10	0	13	0	14	0	14	0		F14			Latin America
SPAN 210	Spanish for the Legal Profession: Advanced conversation course emphasizing specialized Spanish legal terminology. NEW	Wasick	3	50							11	0		F14			Latin America

Appendix 1: Vanderbilt Center for Latin American Studies Course List

Course	Title	Instructor	Hrs	%LAS	2010-11	2011-12	2012-13	2013-14	2014-2015	Area				
					UG	G	UG	G	UG	G	Offered			
SPAN 211	Spanish for the Medical Professional: Advanced conversation course incorporating linguistic skills and cultural information. Service learning course.	Catazaro	3	50	41	0	38	0	44	0	35	0	F14, S15	Latin America
SPAN 213	Translation and Interpretation: The art and practice of translating and interpreting materials from a wide range of disciplines.	Bergquist	3	25	29	1	24	0						Latin America
SPAN 214	Dialectology: General and distinctive characteristics and geographical extension of dialects in Spanish and Spanish America; historic and modern dialects; emphasis on non-standard dialects.	Rasico	3	50			21	0			16	1	F14	Latin America
SPAN 215	Words and Stems: Morphological principles governing parts of speech; overview of the formation of underlying stems.	Bergquist	3	25	32	0			21	0				Latin America
SPAN 216	Phonology: Analyze production, nature, and systematic function of the sounds of Spanish; problems common among non-native speakers; standard and dialect features studied.	Rasico, Berk-Seligson	3	25	60	0	42	0	40	0	42	0	F14, S15	Latin America
SPAN 217	Contrastive Analysis of Spanish and English: Phonological, morphological, and syntactical comparison of Spanish and English.	Bergquist, Wasick	3	25			23	0					F14	Latin America
SPAN 218	Morphology and Syntax: Introduction to the principles of modern Spanish morphology and syntax through analysis of the native speaker's organization and expression of reality.	Rasico	3	25			22	0			19	0		Latin America
SPAN/PORT 310, SLS 310	Foreign Language Learning and Teaching: Principles and practices of teaching a second language.	Scott	3	50			0	8	0	15	0	15	F14	Latin America

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Language Proficiency Scale:

- 5 = native speaker
- 4 = fluent
- 3 = conversational
- 2 = basic
- 1 = beginner

Note: “**Dissertations and theses supervised in the past 5 years**” only includes students who have graduated (not degrees in progress).

Tiffany Ruby Patterson

Appointed/Rank: 2007; Associate Professor and Director of Undergraduate Studies in African American and Diaspora Studies; Affiliated Faculty, Department of History

Education: Ph.D., University of Minnesota, 1995

Academic Experience: Associate Professor, Program in Africana Studies, Hamilton College, 2005-2007; Associate Professor, Department of History and Africana Studies, Affiliated Teaching Faculty in Latin American and Caribbean Studies Program, Philosophy, Interpretation and Culture, Program and Women Studies Program, Binghamton University 1994-2005

Research Specialization: Black transnational studies; Haiti

Languages (5=Native, 1=Beginner): Spanish – 2; Portuguese – 2; French – 2

Relevant Courses: The Making of the African Diaspora (AADS 102), Haiti: Freedom and Democracy (AADS 205)

Percent of time devoted to Latin America: 25

Dissertations and theses supervised in past 5 years: 3

Recent Publications:

- *Zora Neale Hurston and a History of Southern Life*. Temple University Press, 2005.
- “The Conundrum of Geography, or Diaspora Studies in Europe.” In *Black Europe and the African Diaspora*, edited by D. C. Hine, T. Keaton and S. Smalls, co-authored with T. Sharpley-Whiting, 2008.
- “Diaspora and Beyond: The Promise and Limitations of Black Transnational Studies in the United States.” In *Les diasporas dans le monde contemporain Un état des lieux*, edited by W. Berthomiere and C. Chivallon, 2006.

Distinctions:

- Associate Editor of *Black Women in United States History*, 16 volumes, Carlton Publisher, 1990

Gilman W. Whiting

Appointed/Rank: 2004; Associate Professor of African American and Diaspora Studies

Education: Ph.D., Purdue, 2004

Academic Experience: Visiting Assistant Professor, Hamilton College 2001-2004; Faculty and Assistant to the Vice President of Academic Affairs, Martin University 1996-2000

Research Specialization: Black & Latino masculinity; race, sports, and American culture; qualitative methods; welfare reform and fatherhood initiatives; educational disparity

Languages (5=Native, 1=Beginner): Portuguese – 2

Relevant Courses: Capoeira: Afro-Brazilian Race, Culture and Expression (AADS 170), Commons Seminar: Capoeira: African-Brazilian Dance of Deception (AADS 099)

Percent of time devoted to Latin America: 25

Recent Publications:

- *On Manliness: Black American Masculinities*.” Special issue of the journal *Ameriquists*, co-editor with T. Lewis, 2008.
- “Culturally and linguistically diverse students in gifted education: Recruitment and retention issues.” *Exceptional Children*, with D. Y. Ford and T. C. Grantham, 2008.
- “Another Look at the Achievement Gap: Learning from the Experiences of Gifted Black Students.” *Urban Education*, with D. Y. Ford and T. C. Grantham, 2008.
- “Cultural Competence: Preparing gifted students for a diverse society.” *Roper Review*, with D. Y. Ford, 2008.

Distinctions:

- Co-founder and Director, Scholar Identity Institute for Black Males
- Faculty Advisor, Vanderbilt Capoeira Club
- Chair, Peabody Professional Achievement Gap Institute

Carwil Bjork-James

Appointed/Rank: 2013; Assistant Professor of Anthropology**Education:** Ph.D., City University of New York, 2013**Academic Experience:** Adjunct Lecturer of Anthropology and Sociology, City University of New York 2011-2012; Instructor of Activism and Social Change, New College of California 2005-2006**Research Specialization:** Cultural anthropology; grassroots autonomy and protests in Latin America; takeover and use of urban space by social movements in Bolivia; transformations of social power**Overseas Experience:** Bolivia, Perú, Columbia, Ecuador**Languages (5=Native, 1=Beginner):** Spanish – 4; Japanese – 2; Quechua – 2; Catalan – 2**Relevant Courses:** Andean Culture and Society (ANTH 246)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Hunting Indians: Globally circulating ideas and frontier practices in the Colombian Llanos.” Submitted to *Comparative Studies in Society and History*, 2013.
- “Patterns of organization and upheaval: Recent works on Bolivia.” *Journal of Latin American and Caribbean Anthropology*, 2011.
- “Peasants’ rights and the UN System: Quixotic struggle? Or emancipatory idea whose time has come?” *Journal of Peasant Studies*, with M. Edelman, 2011.
- “Review of Indians and Leftists in the Making of Ecuador’s Modern Indigenous Movements, by Marc Becker.” *Journal of Latin American and Caribbean Anthropology*, 2010.

Distinctions:

- Photograph featured in “2011: The Year in Photos,” Atlantic.com

Beth Conklin

Appointed/Rank: 1991; Associate Professor and Department Chair of Anthropology**Education:** Ph.D., University of California-San Francisco and Berkeley, 1989**Academic Experience:** Adjunct Associate Professor of Religious Studies 1997-present; Graduate Faculty, Graduate Department of Religion 1994-present; Adjunct Professor of Social Anthropology, Museu Nacional, Universidade Federal do Rio de Janeiro 2007-2008**Research Specialization:** Cultural and medical anthropology; indigenous peoples of the Brazilian Amazon, especially Wari’; compassionate cannibalism; environmental movements and cultural responses to climate change**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 4; Spanish – 3; Wari’ – 4; French – 3 reading, 1 speaking**Relevant Courses:** Special Topics: Amazonia (ANTH 367-1), Medical Anthropology (ANTH 240), Anthropology of Healing (ANTH 250), Values and the Environment (ANTH 367)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Consuming Grief: Compassionate Cannibalism in an Amazonian Society*. University of Texas Press, 2001.
- “When Bodies Become Things: Anxieties and Agencies of Transformation in the World Trade Center Recovery Effort and Wari’ Funerary Cannibalism.” In *Body Histories*, edited by D. Boric and O. Harris, 2013.
- “Amazonia.” In *Handbook of Sociocultural Anthropology*, edited by J. G. Carrier and D. B. Gewertz, 2013.
- “Subverting Stereotypes: The Visual Politics of Representing Indigenous Modernity.” In *Anthropology and the Politics of Representation: Identity Strategies, Decentered Selves, and Crucial Places*, edited by G. Vargas-Centina, 2013.

Distinctions:

- President, Society for the Anthropology of Lowland South America, 2011-2014
- Vanderbilt International Office grant to develop Conversations/Conversas Project with faculty and graduate students at University of São Paulo, Brazil (with V. Pavlović, M. Ziegler, and D. C. Wood), 2010-2011, 2011-2012

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Arthur Demarest

Appointed/Rank: 1983; Ingram Professor of Anthropology; Director, Vanderbilt Institute of Mesoamerican Archeology; General Editor, VIMA Monographs in Archaeology

Education: Ph.D., Harvard University, 1981

Academic Experience: Junior Fellow, Harvard University 1981-1983; Assistant Professor of Anthropology 1983-1986; Associate Professor of Anthropology 1986-1995; Director of Graduate Studies 1986-2003

Research Specialization: Archaeology and ethno-history of Latin America (Inca, Aztec, Maya, Olmec)

Overseas Experience: El Salvador, Guatemala, Honduras

Languages (5=Native, 1=Beginner): Spanish – 4; Q'eqchi' Mayan – 2

Relevant Courses: Archaeology of Ancient Maya Civilization (ANTH 213), Collapse of Civilizations (ANTH 215)

Percent of time devoted to Latin America: 100

Dissertations and theses supervised in past 5 years: 2

Recent Publications:

- *The Ancient Maya: The Rise and Fall of a Rainforest Civilization*, Cambridge University Press, 2004.
- *Proyecto Arqueológico Cancuén Informe Temporada 2007*. Dirección General del Patrimonio Cultural y Natural de Guatemala, co-edited with H. Martínez, 2008.
- *Introduction to the Petexbatun Regional Archaeological Project: A Multi-Disciplinary Study of the Classic Maya Collapse*, Vanderbilt Institute of Mesoamerican Archaeology Monograph #1, 2006.

Distinctions:

- Alphawood Foundation and National Geographic Society Grants for excavation in Cancuén, 2013
- *Orden Nacional* of Guatemala, 2004
- Cancuén Development Project selected in World Bank competition as one of the 10 best rural sustainable development projects in Central America, 2003

Tom Dillehay

Appointed/Rank: 2004; Rebecca Webb Wilson Distinguished Professor of Anthropology, Religion and Culture

Education: Ph.D., University of Texas at Austin, 1976

Academic Experience: Adjunct Profesor Internacional, Programa de Estudios Andinos, Universidad Católica del Perú; Profesor Adjunto, Universidad Nacional de Trujillo; Marshall T. Hahn Professor of Anthropology, University of Kentucky 1980-2002; Director and Professor of Anthropology, Universidad Austral de Chile 1977-1979

Research Specialization: Archaeology: Change and development of prehistoric complex societies, particularly in Perú and Chile; colonialism, ethnography, and ethno-history

Overseas Experience: Perú, Chile, Argentina, México, Brazil, Colombia, Uruguay

Languages (5=Native, 1=Beginner): Spanish – 4; French – 1; Portuguese – 2; Mapundungu (Mapuche) – 1

Relevant Courses: Andean Archaeology (ANTH 294), Seminar in Preindustrial Political Systems (ANTH 331)

Percent of time devoted to Latin America: 100

Dissertations and theses supervised in past 5 years: 2

Recent Publications:

- *Excavación de la Residencia Fortificada de un Encomendero Español, La Casa-Fuerte de Santa Sylvia, Villa San Pedro, Pucón, Chile*. Vanderbilt University Publications in Anthropology, 2012.
- “Las Culturas Tempranas de los Andes: Adaptaciones Tecno-Económicas.” *Boletín de Arqueología de PUCP*, Lima, co-editor with P. Kaulicke, 2013.
- “Climate, Technology and Society during the Terminal Pleistocene Period in South America.” In *Hunter-Gatherer: Human response during the Younger Dryas*, edited by M. Eren, 2012.
- “Alberto Rex González, Dean of South American Archaeology.” *Chungara*, 2012.

Distinctions:

- President, Fundación Monte Verde, Chile, 2012-2013
- *Prix de Reconnaissance à vie pour la Recherche en Amérique Latine*, Université de Paris, Sorbonne, 2012
- *Premio Hijo Ilustre* of Puerto Montt and the Region XI, Chile, 2011
- National Geographic Research grants for work at Huaca Prieta, and in the Chicama Valley Perú, 2009-2011

Markus Eberl

Appointed/Rank: 2009; Associate Professor of Anthropology**Education:** Ph.D., Tulane University, 2007**Academic Experience:** Postdoctoral Fellow, 2007-2009, Adjunct Instructor, Tulane University 2003-2006; Adjunct Instructor, Institute of Latin American Studies and Anthropology, University of Bonn 1996-2000**Research Specialization:** Archaeology and Maya epigraphy; settlement patterns and elite commoner relations in ancient Maya society; ceramic analysis**Overseas Experience:** México, Guatemala, Germany**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 2; Classic Mayan – 2; German – 5**Relevant Courses:** Introduction to Archaeology (ANTH 104), Theories of Culture and Human Nature (ANTH 206), Classic Maya Language and Hieroglyphs (ANTH 261), Ceramic Analysis in Archaeology (ANTH 279), Classic Maya Religion and Politics (ANTH 281), Anthropological Approaches to Human Landscapes (ANTH 282), Problems in Anthropological Theory: Imagined Communities (ANTH 284), History Anthropological Thought II (Core Graduate Seminar) (ANTH 315), Symbols in Archaeology (ANTH 367-06)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Community and Difference. Change in Late Classic Maya Villages of the Petexbatun Region.* Vanderbilt University Press, 2013.
- *Muerte, entierro y ascensión. Ritos funerarios entre los antiguos Mayas.* Universidad Autónoma de Yucatán, Mérida, 2005.
- “Nourishing Gods. Birth and Personhood in Highland Mexican Codices.” *Cambridge Archaeological Journal*, 2013.
- “Chemical Signatures of Middens at a Late Classic Maya Residential Complex, Guatemala.” *Geoarchaeology*, with M. Álvarez and R. E. Terry, 2012.
- “Identifying a Forged Maya Manuscript in UNESCO’s World Digital Library.” *Ancient Mesoamerica*, with H. J. Prem, 2011.

Distinctions:

- Project director of the Tamarindito Archaeological Project, field and lab seasons in 2009-2012

Edward F. Fischer**Appointed/Rank:** 1996; Professor of Anthropology and Director of the Center for Latin American Studies**Education:** Ph.D., Tulane University, 1996**Research Specialization:** Mayan ethnic movements, the political economy of Guatemala, and the impacts of globalization**Overseas Experience:** Guatemala, Brazil, Germany**Languages (5=Native, 1=Beginner):** Spanish – 4; Kaqchikel Mayan – 2; German – 3**Relevant Courses:** Seminar on Maya Ethnography (ANTH 303), Health, Development and Culture in Guatemala (MHS 218), Culture and Human Nature (ANTH 206), Peoples and Cultures of Latin America (ANTH 210), Economic Anthropology (234), Seminar on Maya Ethnography (ANTH 303)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**Books:

- *The Good Life: Aspiration, Dignity, and the Anthropology of Wellbeing*, Stanford University Press, In Press, 2014.
- *Cash on the Table: Anthropological Engagements with Economics and Economies*. School of Advanced Research Press, 2013.
- *Of rage and redemption: The art of Oswaldo Guayasamín*. Vanderbilt University Press, edited with J. S. Mella and C. Jáuregui, 2008.
- *Indigenous peoples, civil society, and the neoliberal state in Latin America*. Berghahn Books, 2008.
- *Broccoli and desire: Global connections and Maya struggles in postwar Guatemala*. Stanford University Press, with P. Benson, 2006.
- *Pluralizing ethnography: Comparison and representation in Maya cultures, histories, and identities*. School of American Research Press, edited with J. M. Watanabe, 2004.

Articles:

- “Breastfeeding and Ready-To-Use Supplementary Foods in Guatemala.” *Human Organization* 73(1), with T. Davis and D. Heinburger, 2013.
- “Frustrated Freedom: The Effects of Agency and Wealth on Wellbeing in Rural Mozambique.” *World Development*, with B. Victor, B. Cooil, and A. Vergara, 2013.
- “High-end coffee and smallholding producers in Guatemala.” *Latin American Research Review*, with B. Victor, 2013.
- “Produktion und Begehren - Das neue Gesicht landwirtschaftlicher Exporte aus Latin Amerika.” *Lateinamerika Jahrbuch* 33, with M. Sattler, 2009.
- “Coffee and cigarette consumption and perceived effects in recovering alcoholics participating in Alcoholics Anonymous in Nashville, Tennessee.” *Alcoholism: Clinical and Experimental*, with M. S. Reich, M. S. Dietrich, A. J. R. Finlayson, and P. R. Martin, 2008.

Distinctions:

- Outstanding Alumnus, School of Social & Behavioral Sciences, University of Alabama Birmingham, 2009
- Outstanding Exhibition and Catalogue of Contemporary Materials, Southeastern College Art Conference, 2008
- Editor’s Choice Award, Readers Preference Reviews for *Peoples and Cultures of the World*, 2005
- Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, 2004
- Jeffrey Nordhaus Award for Excellence in Teaching, 2002
- Choice Magazine Outstanding Academic Title for *Cultural Logics and Global Economies*, 2002

Grants Received:

- Discovery Grant, Vanderbilt University, with B. Victor, 2013-2015
- Alexander von Humboldt Fellow, 2005-2007
- MacArthur Foundation Program on Global Security and Sustainability, 2000
- School of American Research Advanced Seminar, “Markets and Moralities,” 2009

William R. Fowler, Jr.

Appointed/Rank: 1991; Associate Professor of Anthropology**Education:** Ph.D., University of Calgary, 1982**Academic Experience:** Visiting Professor, Universidad Tecnológica de El Salvador 2003; Visiting Lecturer at School of Social Sciences, University of California, Irvine 1986-1987; Executive Director and Field Director, Chattanooga Regional Anthropological Association 1986; Postdoctoral Fellow, U.S. Spanish Joint Committee for Cultural and Educational Cooperation, and Council for International Exchange of Scholars 1984-1985**Research Specialization:** Archaeology and ethno-history of conquest period in Mesoamerica**Overseas Experience:** El Salvador**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Theories of Culture and Human Nature (ANTH 206), Interdisciplinary Research Methods (LAS 290), Conquest of México (ANTH 115F), Archaeological Methods and Theory (ANTH 211), Ancient Mesoamerican Civilization (ANTH 212), The Aztecs (ANTH 247), Historical Archaeology (ANTH 340)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Landscape, Power, and Practice in a Spanish Conquest Town: The Archaeology and History of Ciudad Vieja, El Salvador.* Under contract with The University Press of Florida, in prep.
- *Arqueología de El Salvador.* In *La Universidad*, 2011.
- *Ciudad Vieja: Excavaciones, arquitectura y paisaje cultural de la primera villa de San Salvador.* Editorial Universitaria/Secretaría de Cultura de la Presidencia, San Salvador, 2011.
- *Arqueología histórica de la villa de San Salvador, El Salvador: Informe de las excavaciones (1996-2003).* Arqueología Histórica en América Latina, 2006.

Distinctions:

- Founding Co-Editor, *Ancient Mesoamerica*
 - Chair, Study Abroad Committee
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Lesley Gill

Appointed/Rank: 2008; Professor of Anthropology**Education:** Ph.D., Columbia University, 1984**Academic Experience:** Associate Professor of Anthropology, American University 1992-2008; Visiting Assistant Professor, State University of New York 1991-1992; Visiting Assistant Professor, Haverford College 1990-1991**Research Specialization:** Political violence, human rights, global economic restructuring, the state, and transformations in class, gender, and ethnic relations (Bolivia, Colombia, United States)**Overseas Experience:** Colombia, Bolivia**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Culture and Power in Latin America (ANTH 210), Politics of Memory (ANTH 294), Political Violence in the Americas (ANTH 367), Social Movements (ANTH 367)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *The School of the Americas: Military Training and Political Violence.* Duke University Press, 2004.
- "Torture is U.S.: Public Amnesia and the School of the Americas." In *Rethinking America: A Reader on Imperialism and Inequality in the Contemporary United States*, edited by I. Susser and J. Maskovsky, 2009.
- "The Parastate in Colombia: Political Violence and the Restructuring of Barrancabermeja." *Anthropologica*, 2009.
- "The Limits of Solidarity: Labor and Transnational Organizing of Coca-Cola." *American Ethnologist*, 2009
- *Teetering on the Rim: Global Restructuring, Daily Life and the Armed Retreat of the Bolivian State.* Columbia University Press, 2000.

Distinctions:

- Presidential Fellow, American University, 2006 & 2007
- National Science Foundation Research Grant, 2006
- College of Arts and Sciences Mellon Research Fund Grant, American University, 2003, 2005

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Thomas Gregor

Appointed/Rank: 1975; Professor Emeritus of Anthropology**Education:** Ph.D., Columbia University, 1969**Academic Experience:** Assistant Professor of Anthropology, Cornell University, 1969-1975**Research Specialization:** Ethnology, native peoples of Brazil, psychological anthropology, conflict and violence**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 2; Spanish – 2; Mehinaku – 3**Relevant Courses:** Human Nature and Natural Law (ANTH 264), Psychological Anthropology (ANTH 265), Ethnography Seminar (ANTH 320)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Gender in Amazonia and Melanesia: An Exploration of the Comparative Method*. University of California Press, edited with D. Tuzin, 2001.
- "Water Quality and Resources in the Upper Xingu, Mato Grosso, Brazil." Report for World Bank, 2006.
- "Men's Cults and the Mundurucu." In *Women of the Forest*, with Y. Murphy and R. Murphy, 2005.
- "Guilt by Association: the Culture of Accusation and the Investigation of Napoleon Chagnon and James Neel." *American Anthropologist*, with D. Gross, 2004.
- "Anthropology Searches for the Enemy Within." *Chronicle of Higher Education*, with D. Gross, 2002.

Distinctions:

- National Science Foundation grant, "From the Ground Up: The Interpersonal Politics of a Native American Peace System," 2007-2008

John Janusek

Appointed/Rank: 1998; Associate Professor of Anthropology**Education:** Ph.D., University of Chicago, 1994**Academic Experience:** Research Associate, Field Museum of Natural History 2005-present; Bolivia Society of Archaeology 2005-present; Senior Lecturer, Field Museum of Natural History 1998; Visiting Professor, Universidad Mayor de San Andrés, Bolivia 1997; Visiting Professor, Universidad Mayor de San Andrés 1992-1994**Research Specialization:** Archaeology; development of complex societies in the South American Andes; human identity and power relations; urbanism, space and place in the southern Lake Titicaca Basin**Overseas Experience:** Bolivia**Languages (5=Native, 1=Beginner):** Spanish – 4; Aymara – 3**Relevant Courses:** The Rise of Complexity in the New World (ANTH 115), Ancestors of the Aztec and Inca (ANTH 115W), Ancient Mesoamerican Civilizations (ANTH 212), Ancient Cities (ANTH 216), Ancient South American Civilizations (ANTH 248), The Inca Empire (ANTH 254), Problems in Anthropological Theory (ANTH 284), Foundations of Anthropological Theory I/II (ANTH 314/5), Archaeological Theory in Practice (ANTH 367)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Khonkho and its Hinterland: Archaeology of the Andean Formative*. University of California Press, 2013.
- *Ancient Tiwanaku: Civilization in the High Andes*. Cambridge University Press, 2008.
- "Building Taypikala: Telluric Transformations in the Lithic Production of Tiwanaku." In *Mining and Quarrying in the Ancient Andes: Sociopolitical, Economic and Symbolic Dimensions*, edited by N. Tripcevich and K. Vaughn, with P. R. Williams, M. Golitko, and C. Lemuz, 2013.
- "Understanding Tiwanaku Origins: Animistic Ecology in the Andean Altiplano." In *The Past Ahead: Language, Culture, and Identity in the Neotropics*, edited by C. Isendahl, 2012.

Distinctions:

- Fellow, Dumbarton Oaks Research Library and Collection, Trustees for Harvard University, 2008-2009
- Grant from The Curtiss T. & Mary G. Brennan Foundation, 2008-2009
- Vanderbilt University Intramural Discovery Grant, 2008-2009
- National Science Foundation Senior Research Grant, 2005-2008
- National Geographic Society Scientific Field Research Grant, 2004-2005

Patricia J. Netherly

Appointed/Rank: 2006; Research Associate Professor of Anthropology**Education:** Ph.D., Cornell University, 1977**Academic Experience:** Adjunct Research Professor in Andean Prehistory, University of Kentucky, Lexington 2002-2005; Executive Director, Fundación Alexander von Humboldt, Quito, Ecuador 1993-2000**Research Specialization:** Socio-political organization and the political economy of archaic states with particular reference to the Andes, modalities of complexity in pre-state societies, cultural ecology of the Late Pleistocene and Early Holocene in South America**Overseas Experience:** Bolivia, Perú**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 3; Quechua – 1; Latin – 1**Relevant Courses:** Culture and Power in Latin America (ANTH 210), Graduate Seminar in Indigenous Andean Politics (ANTH 367), Introduction to Anthropology (ANTH 101), Anthropology and Power in Latin America (ANTH 210)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *The Archaeology of the Western Amazon*. Contract with Cambridge University Press, in preparation.
- “Pleistocene and Holocene Environments from the Zaña to the Chicama Valleys 25,000 to 6,000 Years Ago.” In *Early Foragers and Food Producers in the Andes: Transitions to Farming in Northern Perú*, edited by T. D. Dillehay, 2010.
- “Landscapes as Metaphor: Resources, Language and Myths of Dynastic Origin on the Pacific Coast from the Santa Valley (Perú) to Manabí (Ecuador).” In *Landscapes of Origin*, edited by J. Christie, 2009.

Distinctions:

- Director, Proyecto Mocan, Chicama Valley, Perú, 2012
- PI and Project Manager, Proyecto Arqueológico Tahuin, El Oro Province, Ecuador, 1986-present
- Director, Proyecto Arqueológico Tahuin, 1978-present
- Multiple consultancies for Care International for environmental impact assessment studies in archaeology and applied anthropology, Amazon region of Ecuador

Charles E. Orser, Jr.

Appointed/Rank: 2013; Research Professor of Anthropology**Education:** Ph.D., Southern Illinois University at Carbondale, 1980**Academic Experience:** Founder and editor of the *International Journal of Historical Archaeology*; Distinguished Professor of Anthropology and Director, Midwestern Archaeological Research Center, Illinois State University 1989-2007; Associate Professor of Anthropology (tenured), Louisiana State University Baton Rouge 1988-1989**Research Specialization:** Archaeology, post-Colombian history, social theory and archaeological analysis of social inequality and the material conditions of modernity in Brazil and elsewhere**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 4; Spanish – 3**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Historical Archaeology*, 3rd edition. Pearson, in preparation 2013.
- *How to Think Like an Archaeologist*. Under contract with AltaMira Press 2013.
- *A Primer on Modern-World Archaeology*. Eliot Werner Publications, in press 2013.
- *The Archaeology of Race and Racialization in Historic America*. University Press of Florida, 2007.
- *Unearthing Hidden Ireland: Historical Archaeology in County Roscommon*. Wordwell Press, 2006.
- *Identidades, Discurso e Poder: Estudos da arqueologia contemporânea*. FAPESP, São Paulo, edited with P. P. A. Funari and S. N. O. Schiavetto, 2005.
- *Race and Practice in Archaeological Interpretation*. University of Pennsylvania Press, 2003.

Distinctions:

- Faculty of Arts Fellowship, Department of Archaeology, National University of Ireland, Galway, 2002

Norbert O. Ross

Appointed/Rank: 2003; Associate Professor of Anthropology and Psychology**Education:** Ph.D., University of Freiburg, 1998**Academic Experience:** Investigator, Vanderbilt Learning Science Institute 2005-present; Affiliated Researcher, Centro Estudios Indígenas, San Cristóbal de Las Casas, México**Research Specialization:** Maya groups in Chiapas, Yucatán (México) and Petén (Guatemala); Cultural anthropology and cognition, children's acquisition of cultural knowledge, cultural change**Overseas Experience:** México, Guatemala**Languages (5=Native, 1=Beginner):** Spanish – 4; German – 4; Tzotzil Maya – 4; Lacandon Maya – 2; Yucatec Maya – 2; Latin – 2; Greek – 2; Nahuatl – 2**Relevant Courses:** Freshman Seminar Conquest of Mexico (ANTH 115F), Freshman Seminar Culture and Thought (ANTH 115F), Myth, Ritual, Belief, Religion (ANTH 226)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Culture and Resource Conflict: Why Meanings Matter*. Russel Sage, with D. Medin, and D. Cox, 2006.
- *Culture and Cognition: Implications for Theory and Method*. Thousand Oaks, 2004.
- “Why folkbiology matters: Resource conflict despite shared goals and knowledge.” *Human Ecology*, with D. Medin, D. Cox, and S. Atran, 2007.
- “Folkbiological reasoning from a cross-cultural developmental perspective: Early essentialist notions are shaped by cultural beliefs.” *Developmental Psychology*, with S. Waxman, D. Medin, 2007.
- “Texto para la curación de komel” and “El sistema de cargos públicos y el ciclo de fiestas de los indios.” In *Santa Catarina Pantelhó*, edited by U. Köhler, with D. Wetzel, 2007.

Distinctions:

- Center of the Americas Seed grant for multidisciplinary research project in México with W. Fowler, 2007
- National Science Foundation, for research on Linguistic Relativity and Cultural Models among Maya and Spanish speakers in the Highlands of Chiapas, 2007

Mareike Sattler

Appointed/Rank: 2009; Senior Lecturer of Anthropology**Education:** Magister Artium, Universität Hamburg, Germany, Altamerikanische Sprachen und Kulturen, 1993**Academic Experience:** Maya Language Instructor, Vanderbilt University, 2009-present; Lead Instructor, Summer K'iche' Maya institute in Nahualá, Guatemala, summer 2012 and 2014; Instructor for German and English, Escuela Maya, Tecpán, Guatemala 1993-1994**Research Specialization:** Geographic representations from the perspective of historical linguistics; Maya epigraphy, hieroglyphic grammar, colonial Maya texts, modern Kaqchikel and K'iche'**Overseas Experience:** Guatemala, Germany**Languages (5=Native, 1=Beginner):** German – 5; English – 4; Spanish – 4; Kaqchikel – 4; K'iche' – 4
Reading proficiency: French, Latin, Yucatek, Colonial Yucatek, Cholti, Colonial Kaqchikel, Colonial K'iche' Maya Hieroglyphs**Relevant Courses:** Intermediate K'iche' (ANTH 221), Intro to a Maya Language (K'iche' I) (ANTH 269), Intermediate Conversational K'iche' Maya (ANTH 277), Advanced K'iche' Maya (ANTH 278), Readings in K'iche' Maya (ANTH 285), Independent K'iche' Study (ANTH 288A), K'iche' Reading (ANTH 294); Language and Culture (ANTH 105), Intro to Anthropological Linguistics (ANTH 203), Hurricanes, Cocoa and Cigars (first-year seminar) (LAS 099), Commons Seminar: Apocalypse Now? Ancient Maya and Modern Prophecies (ANTH 099)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Produktion und Begehren – Das neue Gesicht landwirtschaftlicher Exports aus Latin Amerika.” In *Jahrbuch für Lateinamerika*, 2009.
- “Ch'olti': An analysis of the Arte de la lengua Cholti by Fray Francisco Morán.” In *The Linguistics of Maya Writing*, edited by S. Wichmann, 2004.

Jacob Sauer

Appointed/Rank: 2012; Lecturer and College of Arts and Science Pre-Major Academic Advisor (CASPAR)**Education:** Ph.D., Vanderbilt University, 2012**Academic Experience:** Graduate Research Assistant 2011; Member of GIS Committee, 2006-2011; Graduate Teaching Assistant 2004-2008; Research Assistant for Dr. T. D. Dillehay, University of Kentucky 2003-2004**Research Specialization:** South American archaeology**Overseas Experience:** Chile**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Pseudoarchaeology: Myths and Make-Believe in the Human Past (first-year writing seminar) (ANTH 115F), Archaeology Method and Theory (ANTH 211)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Excavación de la Residencia Fortificada de un Encomendero Español, Casa Fuerte Santa Sylvia, Villa San Pedro, Pucón.* Vanderbilt University Press, edited with T. D. Dillehay, 2011.
- *The BYU Escalante Drainage Project: Little Desert, Main Canyon, and Escalante Desert Areas 2002.* Brigham Young University Museum of Peoples and Cultures Technical Series, edited with S. Baer, 2003.

Distinctions:

- Reviewer, *International Journal of Historical Archaeology*, 2013
- Project Director, Proyecto Fortines Indígenas de la Araucanía, Chile, 2013-present
- Project Director, Proyecto Pucón-Villarrica, Pucón, Chile, 2006-present
- College of Arts and Science Social Science Dissertation Fellowship, Vanderbilt University, 2010-2011
- National Science Foundation Doctoral Dissertation Improvement Grant, 2010
- Wenner-Gren Foundation for Anthropological Research Dissertation Enhancement Grant, 2009

Tiffany Tung

Appointed/Rank: 2004; Associate Professor of Anthropology**Education:** Ph.D., University of North Carolina, Chapel Hill, 2003**Academic Experience:** Visiting Professor of Archaeology, Universidad Nacional de San Cristóbal de Huamanga, Perú 2006-present**Research Specialization:** Bioarchaeology, skeletal biology and paleopathology, health consequences of imperialism and body as social artifact in the Peruvian Andes**Overseas Experience:** Perú**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Life, Death and the Human Body (ANTH 267), Human Osteology (ANTH 270), Health and Disease in Ancient Populations (ANTH 274), Violence and Its Embodiments (ANTH 328)**Dissertations and theses supervised in past 5 years:** 3**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *The Bioarchaeology of States and Empires.* Under contract with Cambridge University Press.
- *Violence, Ritual, and the Wari Empire: A Social Bioarchaeology of Imperialism in the Ancient Andes.* University Press of Florida, 2012.
- "Patterns of War in the Andes from the Archaic to the Late Horizon: Insights from Settlement Patterns and Cranial Trauma." *The Journal of Archaeological Research*, with E. Arkush, 2013.
- "Methodological and Ethical Considerations when Sampling Human Osteological Remains." In *The Dead Tell Tales: Essays in Honor of Jane E. Buikstra*, edited by M.C. Lozada and B. O'Donnabhain, with C. Lewis, 2013.

Distinctions:

- Vanderbilt Chancellor's Cup for greatest contribution to student learning outside the classroom, 2011
- American Ambassador Fund Grant from the U.S. Embassy in Perú, with J. Ochatoma, M. Cabrera, B. Wolff, and A. Cook, 2007-2009
- Council on Overseas Research Centers (CAORC) Grant. Co-PI with B. Kemp. *Investigating the Role of Ancient Imperialism in Population Migration Patterns in Ancient México and Perú through Bioarchaeological and Genetic Analyses*, 2007-2008.

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Jennifer Vogt

Appointed/Rank: 2013; Lecturer and College of Arts and Science Pre-Major Academic Advisor (CASPAR)**Education:** Ph.D., Vanderbilt University, 2013**Academic Experience:** Instructor, Vanderbilt Summer Academy, Program for Talented Youth 2010 and 2012; Teaching Assistant, Department of Anthropology 2007-2012, and History of Art 2006**Research Specialization:** Economic anthropology, community development studies, transformations in socio-cultural organization, and local and collective experiences of macro-level economic policy reform**Overseas Experience:** Perú, Bolivia, Guatemala**Languages (5=Native, 1=Beginner):** Spanish – 4; K'iche' – 2; Quechua – 2**Relevant Courses:** First Year Writing Seminar: Material Culture and Consumption (ANTH 115F)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “A World of Difference: Uniformity and Differentiation among Ceramicists in Quinua, Ayacucho, Perú.” *The Southern Anthropological Society's Annual Proceedings, Volume #43, The Anthropology of Art/The Art of Anthropology*, 2012
- “Review of *Fighting Like a Community: Andean Civil Society in an Era of Indian Uprising* by Rudi Colloredo-Mansfeld.” *American Anthropologist*, with E. Fischer, 2010.

Distinctions:

- Travel Grant to Society for Economic Anthropology/NSF 2013 Annual Meeting, 2013
- Vanderbilt Robert Penn Warren Center for the Humanities Graduate Student Fellowship, 2012-2013
- Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 2011
- Inter-American Foundation Dissertation Fellowship, 2010-2011

Steven Wernke

Appointed/Rank: 2005; Associate Professor and Director of Undergraduate Studies, Department of Anthropology**Education:** Ph.D., University of Wisconsin-Madison, 2003**Academic Experience:** Affiliated Faculty, Programa de Estudios Andinos, Pontificia Universidad Católica del Perú 2010-present; Research Associate, Research Laboratories of Archaeology, University of North Carolina Chapel Hill 2005-2006; Postdoctoral Scholar, Carolina Population Center, University of North Carolina Chapel Hill 2003-2005**Research Specialization:** Archaeology and ethno-history of the Andean region; colonialism and culture change, missionary encounters, community and land-use organization, GIS and special analysis**Overseas Experience:** Perú, Bolivia**Languages (5=Native, 1=Beginner):** Spanish – 4; Quechua – 2**Relevant Courses:** Introduction to Archaeology (ANTH 104), Anthropologies and Archaeologies of Community (ANTH 222), Colonial Encounters in the Americas (ANTH 231), The Inca Empire (ANTH 254), Seminar on South American Archaeology and Ethnohistory (ANTH 360)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Negotiated Settlements: Andean Communities and Landscapes under Inka and Spanish Colonialism*. University Press of Florida, 2013.
- “Spatial Network Analysis of a Terminal Prehispanic and Early Colonial Settlement in Highland Perú.” *Journal of Archaeological Science*, 2012.
- *Proyecto Arqueológico Tuti Antiguo. Fase III: levantamiento y prospección de los sitios de Mawchu Llacta y Laiqa Laiqa*. Informe Técnico de Proyecto de Investigación Arqueológica, Ministerio de Cultura de Perú, 2012.
- “Asentamiento, agricultura y pastoralismo temprano durante el Periodo Formativo en el Valle del Colca: una primera aproximación.” *Chungará*, 2011.

Distinctions:

- Vanderbilt University International Office Collaborative Exploratory Grant. *Deep Mapping: A Digital Humanities Initiative on the General Resettlement of Indians in the Viceroyalty of Perú*, 2013
- “Investigating Ritual and Domestic Spaces and Practices at an Early Colonial Mission in Highland Perú.” Organizer and Chair, 73rd Annual Meeting of the Society for American Archaeology, Atlanta, 2009
- Taft Center lecture, University of Cincinnati: “On a Mission: ‘Commonplace’ Archaeology at an Early Post-Conquest Doctrinal Settlement in the Peruvian Andes,” 2009

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Anne Catesby Yant

Appointed/Rank: 2011; Senior Lecturer and Assistant Director of College of Arts and Science Pre-Major Academic Advising Resources Center (CASPAR)

Education: Ph.D., Vanderbilt University, 2011

Academic Experience: Instructor, Rhodes College 2010-2011; High School Spanish Teacher, Shelby County Schools, Memphis 2008; Graduate Teaching Assistant 2002-2006; Ford Teaching Fellow, Millsaps College 2000-2002

Research Specialization: Archaeology of Yucatan; K-12 outreach

Overseas Experience: México

Languages (5=Native, 1=Beginner): Spanish – 4

Percent of time devoted to Latin America: 100

Recent Publications and Presentations:

- “Introducing habits of critical inquiry across academic disciplines.” Workshop co-leader and paper presented at the 2013 Conference for the Scholarship of Teaching and Learning meetings in Savannah, Georgia, with R. Nisselson, N. Chick, L. Claiborne, J. Edmonds, and A. Hearn.
- “The Evolution of Non-domestic Architecture at Kiuic.” In *The Archaeology of Yucatán: New Directions and Data*, edited by T. Stanton, 2011.
- “La evolución de la arquitectura no doméstica de Kiuic.” Paper presented at the *III Congreso Internacional de Cultura Maya*, Merida, Yucatan, México, with G. Bey and R. M. Ciau, 2011.
- “Sacred Space from the Preclassic to Postclassic at Kiuic, Yucatan.” Paper presented at the *77th Annual Meeting of the Society of American Anthropology*, 2012.

Distinctions:

- Peabody College Summer Fellow, Vanderbilt University, 2013
- Dissertation Writer’s Retreat Award, Vanderbilt University, 2011

Vesna Pavlović

Appointed/Rank: 2009; Assistant Professor of Art

Education: M.F.A., Columbia University, 2007

Academic Experience: Adjunct Professor of Art, University of Washington 2008-2009

Research Specialization: Photography and digital media; member of Conversations/Conversas Project - current collaboration with Universidade de São Paulo

Overseas Experience: Brazil, El Salvador, Argentina

Languages (5=Native, 1=Beginner): Spanish – 3; Portuguese – 1

Percent of time devoted to Latin America: 50

Recent Publications and Expositions:

- “Pictures We Were Supposed to Take / Imágenes que Esperábamos Tomar.” Exposition in the Centro Cultural de la Memoria Haroldo Conti in Buenos Aires, Argentina, 2013.
- “Arquivo Vivo.” Exposition in the Paço das Artes of the Secretaria da Cultura, Governo de São Paulo, Brazil, 2013.
- “A Fotografia Do Invisível,” course taught via professor exchange with the Universidade de São Paulo, 2013.
- “Plum Velvet #4.” In *Every Landscape Tells a Story*, edited by M. Finn, 2009.
- “Artist Portfolio,” *Camera Austria Magazine*, 2007.
- *The Book Project*, European Cultural Foundation, 2004.

Distinctions:

- Vanderbilt University Research Scholar Grants, Summer Stipend and Undergraduate Research Supervision, 2011-2013
- City of Copenhagen Artist in Residence Award, 2012
- Best Photo, Traditional format, National Juried Art Show, 2011
- Selected by Nat Trotman, Curator, Solomon Guggenheim Museum, 2011
- Art Matters Foundation Grant, NY, 2012
- U.S. Embassy Belgrade Travel Grant, Belgrade, Serbia, 2012
- Tennessee Arts Commission Professional Support Grant, 2011 and 2012

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Mel Ziegler

Appointed/Rank: 2007; Professor and Chair, Department of Art**Education:** MFA, California Institute of the Arts, 1982**Academic Experience:** Associate Professor in Sculpture, University of Texas 1997-2007; Loeb Fellowship, Harvard Graduate School of Design 1996-1997**Research Specialization:** Mapping trajectories, questioning history, and highlighting the specificity of places and communities; member of Conversations/Conversas Project - current collaboration with Universidade de São Paulo**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Spanish – 2**Relevant Courses:** Independent Research: Senior Show (ARTS 291), directs senior studio program**Percent of time devoted to Latin America:** 25**Recent Exhibitions and Installations:**

- *An American Conversation*, Bemis Center for Contemporary Art, Omaha, NE, 2013
- *Fetch*, Washington Mall, 2013
- *Taking Note*, permanent public art commission for City of Cambridge, MA, 2013
- *Cotton*, lighting event, Sikeston, MO, 2013
- *America Starts Here: Kate Ericson and Mel Ziegler*, joint project of the Tang Museum and the MIT List Visual Art Center consisting of a series of public-art and contemporary social commentary pieces, 2007-2008

Distinctions:

- Joan Mitchell Residency, New Orleans, 2013
- Vanderbilt Research Development Grant “Blinding Landscapes,” 2012
- Vanderbilt University Chancellor Heard Award Faculty Member of the Year, 2010
- Big Bang Fellowship/Award, University of Virginia, 2008-2009
- Foxworth Centennial Fellowship, 2004

Maria Luisa Jorge

Appointed/Rank: 2003; Associate Professor of Biological Sciences**Education:** Ph.D., University of Illinois, Chicago, 2007**Academic Experience:** Post-doctoral Fellow, Universidade Estadual Paulista, Rio Claro, Brazil 2011-present; Field Course Coordinator: Animal Behavior and Rainforest Biodiversity, Cooperation USP-Vanderbilt University 2011; Graduate Assistant, University of Illinois, Chicago 2001-2007; High School Teacher, Brazil 2000-2001; Lecturer, Universidade São Francisco, Brazil, 2000**Research Specialization:** Movement ecology, trophic interactions, conservation biology**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5; Spanish – 4**Relevant Courses:** Animal Behavior and Rainforest Biodiversity in Brazil (BSCI 290), From Volcanoes to Rainforest: Geology and Ecology in Southern Brazil (field methods abroad; EES 210)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Mammal defaunation as surrogate of trophic cascades in a biodiversity hotspot.” *Biological Conservation*, with M. Galetti, M. C. Ribeiro, and K. Ferraz, 2013.
- “First telemetry study of the bush dog (*Speothos venaticus*): providing information on home range, activity, and habitat selection.” *Wildlife Research*, with E. S. Lima, K. E. DeMatteo, R. S. P. Jorge, J. C. Dalponte, H. S. Lima, and S. Klorfine, 2012.
- “Can fragmentation disrupt a conditional mutualism? A case from Central Amazon.” *Oecologia*, with H. F. Howe, 2009.
- “Effects of forest fragmentation on two sister genera of Amazonian rodents (*Myoprocta acouchy* and *Dasyprocta leporina*).” *Biological Conservation*, 2008.

Distinctions:

- Ecology and conservation of an engineer species, the white-lipped peccary (*Tayassu pecari*), Conselho Nacional de Desenvolvimento Científico e Tecnológico, Brazil, 2012-2013
- Best poster presentation, 3rd International Symposium on Frugivory and Seed Dispersal, Brazil, 2000

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Guilherme Gualda

Appointed/Rank: 2007; Associate Professor of Earth and Environmental Sciences**Education:** Ph.D., University of Chicago, 2007**Academic Experience:** Graduate Assistant, Geophysical Sciences, The University of Chicago 2001-2007; Teaching Assistant, Mineralogy and Petrology, Universidade de São Paulo 1996; Research Assistant, Microprobe Lab, Instituto de Geociências, Universidade de São Paulo 1995-2001**Research Specialization:** Igneous petrology, volcanology, mineralogy and geochemistry in Brazil and the U.S.**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5**Relevant Courses:** From Volcanoes to Rainforest: Geology and Ecology in Southern Brazil (field methods abroad; EES 210)**Percent of time devoted to Latin America:** 50**Recent Publications:**

- “Quantitative 3D petrography using x-ray tomography 4: Assessing glass inclusion textures with propagation phase-contrast tomography.” *Geosphere*, with A.S. Pamukcu, M. L. Rivers, in press 2013.
- “The Bishop Tuff giant magma body: An alternative to the standard model.” *Contributions to Mineralogy and Petrology*, with M. S. Ghiorso, 2013.
- “A method for estimating the activity of titania in magmatic liquids from the compositions of coexisting rhombohedral and cubic iron–titanium oxides.” *Contributions to Mineralogy and Petrology*, with M. S. Ghiorso, 2013.

Distinctions:

- Instructor, From Volcanoes to Rainforest: Geology and Ecology in Southern Brazil (EES 210: Field Investigations, May 2014)

Ana Regina Vides de Andrade

Appointed/Rank: 2003; Senior Lecturer in Economics; Research Associate, Center for Evaluation and Program Improvement, Peabody College, Vanderbilt University**Education:** Ph.D., Vanderbilt University, 1990**Academic Experience:** Research Associate, Vanderbilt Institute for Public Policy Studies and Peabody College, 2001-2009; Principal Investigator, FUSADES, El Salvador 2000-2001; Post-Doctoral Fellow, Vanderbilt Institute for Public Policy Studies 1998-2000**Research Specialization:** Labor economics, econometrics; Latin American economic development**Overseas Experience:** El Salvador, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Project Evaluation (ECON 353), Research on Economic Development (ECON 355A/B), Latin America Economic Development (ECON 222)**Percent of time devoted to Latin America:** 50**Publications:**

- “Geographical isolation and labor markets in rural El Salvador.” In *Who's In and Who's Out: Social Exclusion in Latin America*, edited by J. R. Behrman, A. Gaviria, M. Székely, with A. Palomo and L. Calderon, 2003.

Distinctions:

- World Bank Doctoral Scholarship, 1991-1992

Frederico Gutierrez

Appointed/Rank: 2011; Assistant Professor of Economics**Education:** Ph.D., Yale University, 2011**Academic Experience:** Teaching Fellow, Yale University 2007-2010; Teaching Assistant, UNLP Argentina 2005; Researcher, CEDLAS-UNLP 2004-2005**Research Specialization:** Development economics, applied econometrics, labor economics in México and Latin America**Overseas Experience:** México, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 5; Italian – 5**Relevant Courses:** Development Economics (ECON 288), Seminar: Research Economic Development (ECON 355A)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “Growth and Income Poverty in Latin America and the Caribbean: Evidence from Household Surveys,” *Review of Income and Wealth*, with L. Gasparini and L. Tornarolli, 2007.
- “Trade and Labor Outcomes in Latin America’s Rural Areas: A Cross-Household Survey Approach.” 2004 LAC Flagship Report *Beyond the City: The Rural Contribution to Development*, World Bank, with L. Gasparini and G. Porto.
- “Simulating Income Distribution Changes in Bolivia: A Microeconomic Approach” Bolivia Poverty Assessment background paper – World Bank, with L. Gasparini, M. Cicowicz and M. Marchionni, 2004.
- “Dinamica Salarial y Ocupacional: Analisis de Panel para Argentina 1998-2002” (AAEP) 2004.

Distinctions:

- Prize Teaching Fellowship, Graduate School, Yale University, 2009
- Sasakawa Fellowship, Economic Growth Center, Yale University, 2008
- First Mention, Young Researcher Award, AAEP Argentina, 2004

Isleide Zissimos

Appointed/Rank: 2008; Lecturer in Economics and Public Policy Studies**Education:** Ph.D., Universidade Federal do Rio de Janeiro, 2007**Academic Experience:** Research Fellow, Vanderbilt Center for the Americas 2008-present; Visiting Faculty, Department of Economics, Exeter University 2013; Visiting Fellow, Getulio Vargas Foundation, Rio de Janeiro 2009; Research Associate, Universidade Federal do Rio de Janeiro Department of Economics, 2001-2007**Research Specialization:** Industrial organization and economic development in Latin America**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5**Relevant Courses:** Latin American Economic Development (ECON 222), Development Economics (ECON 288), Special Topic: Development, Politics and Institutions in Latin America (LAS 294A), Seminar in Research on Economic Development (ECON 355B), International Trade and Economic Development (ECON 357)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “A Evolução das Configurações Produtivas Locais no Brasil: Uma Revisão da Literatura”, *Estudos Econômicos*, with L. Hasenclever, 2006.
- “Cooperação Informal e Comunidades de Prática entre Empresas de Confecção de Nova Friburgo.” In *Novos Rumos para a Economia Fluminense: Oportunidades e Desafios do Crescimento do Interior*, edited by Y. A. Fauré, L. Hasenclever, and R. e Silva Neto, 2008.
- “Problemáticas de Desenvolvimento Econômico Local: o Caso de Nova Friburgo.” In *O Desenvolvimento Econômico Local no Estado do Rio de Janeiro. Quatro Estudos Exploratórios: Campos, Itaguaí, Macaé e Nova Friburgo*, edited by Y. A. Fauré, L. Hasenclever, with L. Hasenclever, P. M. Ferreira et al., 2003.
- “Information Sharing and Innovation in an Industrial Cluster of Nova Friburgo, Brazil.” Conference Proceedings, Latin American and Caribbean Economic Association (LACEA) and Latin American Meeting of the Econometric Society (LAMES), 2008.

Vera Kutzinski

Appointed/Rank: 2004; Martha Rivers Ingram Professor of English; Professor of Comparative Literature**Education:** Ph.D., Yale University, 1985**Academic Experience:** Director of Vanderbilt Center for the Americas 2004-2009; Professor, Yale University 1986-2004; Assistant Professor, University of Maryland 1985-1986**Research Specialization:** Literatures of the Americas, with an emphasis on the nineteenth and twentieth centuries, transatlantic modernisms, translation and translation studies, studies of race and sexuality, Cuban and Caribbean studies, and Alexander von Humboldt studies**Languages (5=Native, 1=Beginner):** Spanish – 3; Portuguese – 1; French – 3; German – 4**Relevant Courses:** Caribbean Literature (ENG 271), Special Topics: Atlantic/Hemispheric Studies (ENGL 355)**Percent of time devoted to Latin America:** 50**Recent Publications:**

- “Caribbean Literary History and its Sexual Others.” *Caribbean Interfaces*, edited by L. D’hulst, J. Moura, L. De Bleeker and N. Lie, 2007.
- “Fearful Asymmetries: Langston Hughes, Nicolás Guillén, and *Cuba Libre*.” *Diacritics*, 2006.
- “Literatura afrohispanoamericana.” *Historia de la literatura hispanoamericana*, edited by R. González Echevarría and E. Pupo-Walker, 2006.
- *A History of Literature in the Caribbean*. Vol. 2: *The Anglophone and Dutch Caribbean*, coedited with I. Phaf and A. J. Arnold, 2001.

Distinctions:

- Fellow, Berkeley College, 2002-2004

Lorraine Lopez

Appointed/Rank: 2002; Associate Professor of English; Interim Director of Creative Writing; Associate Director of Latino and Latina Studies Program**Education:** Ph.D., University of Georgia, 2000**Academic Experience:** Assistant Professor of Humanities, Brenau University, 2000-2002**Research Specialization:** Latina/o literature with an emphasis on literary fiction, autobiography, and detective fiction**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4**Relevant Courses:** Latino-American Literature (ENGL 275)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *Rituals of Movement in the Poetry and Prose of Judith Ortiz Cofer*. Caribbean Studies Press, 2012.
- *The Other Latin@: Writing Against a Singular Identity*. University of Arizona Press, coedited with B. Falconer, 2011
- *The Realm of Hungry Spirits*. Grand Central/Hachette Books, 2011.
- *An Angle of Vision: Women Writers on Their Poor and Working-Class Roots*. University of Michigan Press, 2009.
- *Homicide Survivors Picnic, and Other Stories*. BkMk Books, 2009.
- *The Gifted Gabaldón Sisters*, a novel. Grand Central/Hachette Books, 2008.

Distinctions:

- Silver Award in Multicultural Adult Non-Fiction from the Independent Publishers Book Awards, 2012
- Finalist for the PEN/Faulkner Prize in Fiction for *Homicide Survivors Picnic, and Other Stories*, 2010
- Award for Excellence in Graduate Teaching presented by the English Graduate Student Association at Vanderbilt University, 2009
- Vanderbilt Research Scholar Grant/Summer Stipend for “An Angle of Vision: An Anthology of Essay and Memoir by Women Writers from Lower and Working Class Backgrounds,” 2008
- Ernest A. Jones Award for Best Faculty Advisor, Vanderbilt University, 2007
- Winner of the Inaugural Miguel Marmol Prize for Fiction, 2002

Marzia Milazzo

Appointed/Rank: 2013; Assistant Professor of English**Education:** Ph.D., University of California Santa Barbara, 2013**Academic Experience:** Fellowship, University of Cape Town, South Africa (2010 and 2012)**Research Specialization:** 20th and 21st century comparative literatures: African American, Afro-Latin American, Chicana/o, Latina/o, Inter-American, and South African; Black radical thought, critical race theory, postcolonial theory, sociology of race and ethnic relations, and white supremacy; antiracist, feminist, and Indigenous epistemologies**Overseas Experience:** Brazil, Panama, Caribbean, South Africa, Germany**Languages (5=Native, 1=Beginner):** Italian –5; German – 5; Spanish – 5; Portuguese – 4; French – 3; isiZulu – 2**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “White Supremacy, White Knowledge, and Anti-West Indian Discourse in Panama: Olmedo Alfaro’s *El peligro antillano en la América Central*.” *Interoceanic Diasporas and the Panama Canal’s Centennial*—special issue of *The Global South*, edited by C. Milian and I. K. Nwankwo, 2013.
- “Brazil’s *Mestiçagem* in the African American Imagination: From the ‘Nadir of the Negro’ to Gayl Jones’s *Corregidora*.” *Tinta: Research Journal of Hispanic and Lusophone Studies*, 2010.
- “Aztlán.” In *Celebrating Latino Folklore: An Encyclopedia of Cultural Traditions*, edited by M. Herrera-Sobek, 2012.

Distinctions:

- Chancellor’s Fellowship, UCSB, 2007-2013
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Ifeoma Nwankwo

Appointed/Rank: 2006; Associate Professor of English**Education:** Ph.D., Duke University, 1999**Academic Experience:** Associate Professor, University of Michigan, Ann Arbor 1999-2006**Research Specialization:** 19th and 20th century U.S. African American and Caribbean literature and culture, including that from the portions of Central America that border the Caribbean Sea**Overseas Experience:** Panama, Haiti, Caribbean**Languages (5=Native, 1=Beginner):** Jamaican patois –5; Spanish –4; French – 2**Relevant Courses:** Freshman Seminar on Immigration and U.S. Identity (ENGL 115F-30), Caribbean Literature (ENG 271), Special Topics: Race, Immigration, and Identity, NY & Nashville (ENGL 288-1), Special Topics: Representing Paradise Caribbean (ENGL 288-3)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Interoceanic Diasporas and the Panama Canal’s Centennial*, a Special Issue of *The Global South*. Indiana University Press, coeditor with C. Milian, 2013.
- *Rhythms of the Afro-Atlantic World*. University of Michigan Press, co-edited with M. Diouf, 2010.
- *African Routes, Caribbean Roots, Latino Lives*, a Special Issue of *Latin American and Caribbean Ethnic Studies*. Taylor and Francis/Routledge, 2009.
- “‘Charged with Sympathy for Haiti’: Harnessing the Power of Cosmopolitanism and Blackness in the Wake of the Revolution.” In *The Tree of Liberty*, edited by D. L. Garraway, 2008.

Distinctions:

- Principal Investigator and Founding Director, Voices from Our America™: Panamanians of West Indian Descent; African American Worldviews™
- American Studies Association Community Partnership Grant, 2011
- Meharry Medical College-Vanderbilt Medical Center Community Engaged Research Grant, 2011
- Undergraduate Summer Research Supervision Grant, Vanderbilt Research Scholars Grant Program, 2011
- National Endowment for the Humanities Tennessee Affiliate Grant, 2010-2012
- Center for Latin American Studies K-12 Education Digital Resource Grant, 2009, 2010
- Collaborative Interdisciplinary Research Grant, Research Scholars Grant Program, Vanderbilt, 2009

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Robert Barsky

Appointed/Rank: 1998; Professor, Departments of English; French and Italian; Comparative Literature**Education:** Ph.D., McGill University, 1992**Academic Experience:** Yale University's Haskins Lab, 2008-2012; Canadian Bicentennial Visiting Associate Professor and Visiting Fellow, Yale University, 2000-2003; Post-Doctoral Studies, Free University of Brussels, 1994-1996; Post-Doctoral Studies, University of Québec, 1992-1994**Research Specialization:** Migrants from México and Central America, border issues, transnational flows, inter-American dialogues, refugees, and homelessness**Overseas Experience:** Brazil, México, Canada**Languages (5=Native, 1=Beginner):** French – 4; Spanish – 2; Italian – 2**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *The Legacies and Future(s) of the Humanities*, a special issue of *AmeriQuests*, 2012.
- *Zellig Harris: From American Linguistics to Socialist Zionism*. The MIT Press, 2011.
- *The Chomsky Effect: A Radical Works Beyond the Ivory Tower*. The MIT Press, 2007.
- "Teaching Narrative Theory in the Undergraduate Classroom." In *Teaching Narrative Theory*, edited by J. Phelan, 2010.
- "Methodological issues for the study of migrant incarceration in an era of discretion in law in the southern USA." In *The Ethics of Migration Research Methodology: Processes, Policy and Legislation in Dealing with Vulnerable Immigrants*, edited by I. van Liempt and V. Bilger, 2009.

Distinctions:

- Editor of *AmeriQuests*
- Alexander Heard Distinguished Service Professor, Vanderbilt University, 2011
- Vanderbilt University International Organization Grant and Scholar's Grant, 2011-2012
- Program Enhancement Grants from Governments of Quebec and Canada, 2009-2011

Richard Blackett

Appointed/Rank: 2002; Andrew Jackson Professor of History**Education:** M.A., University of Manchester, England, 1973**Academic Experience:** Harmsworth Visiting Professor, Oxford University 2013-2014; Moores Distinguished Chair, University of Houston 1999-2003; Professor and Director of Graduate Studies, Indiana University 1985-1993; Editor, *Journal of American History* 1985-1990; Associate Professor, University of Pittsburgh 1971-1985**Research Specialization:** U.S. and Caribbean history, particularly of the transatlantic movements that worked to abolish slavery**Overseas Experience:** Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Latin American Historiography (HIST 200W), Caribbean History, 1492-1983 (HIST 257)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- *Making Freedom. The Underground Railroad and the Politics of Slavery*. UNC Press, 2013.
- *Divided Hearts: Britain and the American Civil War*. Louisiana State Press, 2001.
- "Montgomery Bell, William E. Kennedy, and Middle Tennessee and Liberian Colonialization." *Tennessee Historical Quarterly*, 2010.
- "Dispossessing Massa Fugitive Slaves and the Politics of Slavery." *Nineteenth Century American History*, 2009.
- "And There Shall Be No More Sea. William Lloyd Garrison and the Transatlantic Abolitionist Movement." In *William Lloyd Garrison at Two Hundred*, edited by J. B. Stewart, 2008.

Distinctions:

- Past president of the Association of Caribbean Historians

Celso Thomas Castilho

Appointed/Rank: 2008; Assistant Professor of History**Education:** Ph.D., UC Berkeley, 2008**Academic Experience:** Teaching Assistant, UC Berkeley 2003-2008; Editorial Assistant, Hispanic American Periodicals Index (HAPI), UCLA 1999-2000**Research Specialization:** Latin America and the Atlantic World, with particular interests in abolitionist movements in Brazil, 19th century Latin America and the Caribbean, and the African Diaspora**Overseas Experience:** Brazil, Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4**Relevant Courses:** Modern Latin America (HIST 138), Latin American Historiography (HIST 200W), Brazilian Civilization (HIST 249), Race and Nation in Latin America (HIST 254A)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Performing Abolitionism, Enacting Citizenship: The Social Construction of Political Rights in 1880s Recife, Brazil.” *Hispanic American Historical Review*, 2013.
- “Funding Freedom, Popularizing Politics: Abolitionism and Local Emancipation Funds in 1880s Brazil.” *Luso-Brazilian Review*, with C. Cowling, 2010.
- “Abolitionist Movements in Brazil” and “Maria Firmina dos Reis, Abolitionist Novelist.” In *The Encyclopedia of Free Blacks and Free People of Color in the Americas*, edited by S. King, 2011.

Distinctions:

- Conference of Latin American History Award for Best Article: “Funding Freedom,” 2011
- Co-Director, FIPSE/CAPES (U.S. Dept. of Education/Brazilian Federal Agency Supporting Higher Education) collaborative grant, 2010-14: “One Nation Out of Many: Multiculturalism in Brazil and the United States,” 2010

Marshall C. Eakin

Appointed/Rank: 1983; Professor of History**Education:** Ph.D., UCLA, 1981; Faculty Director, Ingram Scholarship Program**Academic Experience:** Instructor/Visiting Assistant Professor, Loyola Marymount University 1981-1983**Research Specialization:** Processes of nationalism and nation-building, economic and business history, and industrialization primarily in 20th century Brazil**Overseas Experience:** Brazil, Nicaragua, México, Argentina, Cuba**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4; French – 1**Relevant Courses:** Colonial Latin America (HIST 137), Modern Latin America (HIST 138), Reform and Revolution in Latin America (HIST 251), Research Seminar in Latin American History (HIST 365), VISAGE Nicaragua: Family, Community, and Social Justice in Managua (INDS 290)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- *The History of Latin America: Collision of Cultures*. Palgrave Macmillan, 2007.
- *Envisioning Brazil: A Guide to Brazilian Studies in the United States*. University of Wisconsin Press, co-edited with Paulo Roberto de Almeida, 2005.
- *Tropical Capitalism: The Industrialization of Belo Horizonte, Brazil*. St. Martin's Press, 2001.
- “The Origins of Modern Science in Costa Rica: The Instituto Físico-Geográfico Nacional, 1887-1904.” *Latin American Research Review*, 1999.

Distinctions:

- Executive Director of the Brazilian Studies Association, 2004-2011
- Joe B. Wyatt Distinguished Professor, Vanderbilt University, 2004-2005
- Order of Rio Branco (Officer), Brazilian Foreign Ministry, 2002
- Corporation for National Service grant to develop service-learning at Vanderbilt University and to build connections with the Hispanic community in Nashville, 2000-2003
- NEH grant to direct Summer Seminar for Teachers on “Race, Gender, and National Identity in Brazil,” 1999-2000

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Peter James Hudson

Appointed/Rank: 2009; Assistant Professor of History**Education:** Ph.D., New York University, 2007**Academic Experience:** Associate Professor, University of Buffalo 2007-2008; Post-Doctoral Fellowship and Associate Professor, University of Toronto 2007-2008; Associate Professor, NYU 2006; Instructor, Stanford University, 2005; Instructor, Vancouver School Board, 1996-1997**Research Specialization:** History of capitalism, the history of American imperialism, and the history of the Africa diaspora in the Caribbean, North America and Latin America**Overseas Experience:** Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 3**Relevant Courses:** Foreign Expansion of American Banking (HIST 165), U.S. and Caribbean Encounters (HIST 286B)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “The National City Bank and Haiti, 1909-1922.” *Radical History Review*, 2013.
- “Germaine, Evangeline, and other ‘Negro Girls.’” *Small Axe: A Caribbean Platform for Criticism*, 2012.
- “Imperial designs: The Royal Bank of Canada in the Caribbean.” *Race & Class*, 2010.
- “Black Images: A Critical Quarterly of Black Arts and Culture, 1972-1975.” *Chimurenga Library*, Cape Town, South Africa, 2008.

Distinctions:

- Editor of *The Public Archive: history beyond the headlines* (digital history resource)
- Canadian-American Studies Research Award, University of Buffalo, 2009
- Shortell-Holzer Fellowship, New York University, 2006-2007

Jane Landers

Appointed/Rank: 1992; Gertrude Conaway Vanderbilt Professor of History**Education:** Ph.D., University of Florida, 1988**Academic Experience:** Grants Officer, Vanderbilt International Office 2006-2007; Associate Dean, College of Arts & Science 2001-2004; National Director, History Teaching Alliance 1988-1991**Research Specialization:** Colonial Latin America and the Atlantic World, specializing in the history of Africans and their descendants in those worlds; digitalization of archives from slave societies in Latin America**Languages (5=Native, 1=Beginner):** Spanish – 4, Spanish paleography; Portuguese – 4, Portuguese paleography; French – 1, Italian – 1**Relevant Courses:** Freshman Seminar: Destruction of the Indies (HIST 115F-4), Rise of the Iberian Empire (HIST 244), Slavery in the Americas, 1492-1822 (HIST 172), History of Gender and Women in Colonial Latin America (HIST 263), Pirates of the Caribbean (HIST 286D), Comparative Slavery in Latin America (HIST 358), Interdisciplinary Research Methods in Latin American Studies (LAS 290)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- *Atlantic Creoles in the Age of Revolutions*. Harvard University Press, 2010, 2011.
- *A History of the Atlantic World, 1400-1888*. Harlan Davidson, with A. Games, D. R. Egerton, K. E. Lane and D. R. Wright, 2007.
- “A Nation Divided: Free Blacks and Indians on the Florida Frontier,” in *Coastal Encounters: Confrontations, Accommodations, and Transformations in the Eighteenth-Century Gulf South*, edited by R. E. Brown, 2007.

Distinctions:

- Founder and Director of Ecclesiastical and Secular Slave Societies Sources
- John Simon Guggenheim Memorial Foundation Fellowship and American Council of Learned Societies Fellowship, “African Kingdoms, Black Republics, and Free Black Towns across the Iberian Atlantic,” 2013
- Bolton-Johnson Prize for Best Book on Latin American History, and Florida Historical Society Rembert Patrick Award, for *Atlantic Creoles in the Age of Revolution*, 2011
- British Library Endangered Archives Programme, “Creating a Digital Archive of a Circum-Caribbean Trading Entrepôt: Notarial Records from La Guajira,” 2011

William Frank Robinson

Appointed/Rank: 2002; Assistant Professor of History; Associate Director, Center for Latin American Studies**Education:** Ph.D., Auburn University, 1999**Academic Experience:** Fulbright Scholar, Panama, 1997; Assistant Professor, Kent State University 1999-2002**Research Specialization:** Latin America and the Caribbean with interests in twentieth century political and social movements, nationalism and populism, and Caribbean diaspora communities; Iberian Atlantic empires, modern Latin America, Central America, and the contemporary Caribbean**Overseas Experience:** Dominican Republic, Panama, Haiti, Puerto Rico**Languages (5=Native, 1=Beginner):** Spanish – 4; German – 3; French – 2; Kiswahili – 1**Relevant Courses:** Colonial Latin America (HIST 137), Rise of the Iberian Empire (HIST 244), Central America (HIST 248), Latin America and the United States (HIST 253A), Intro to Latin America, (LAS 201), Intro to Brazil (LAS 202), Interdisciplinary Research Methods (LAS 290), Selected Topic: Contemporary Caribbean (HIST 294), Studies in Latin American History: 20th Century Political and Social Movements (HIST 361)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 12 (M.A. theses)**Recent Publications:**

- “Panama for the Panamanians: The Populism of Arnulfo Arias Madrid,” in *Populism in Latin America* 2nd edition, edited by M. L. Conniff, 2012.
- “Sam Nujoma.” In *Encyclopedia of African History*, 2004.

Distinctions:

- President of Southeastern Council of Latin American Studies (SECOLAS), 2013-2014
- National Endowment for the Humanities Summer Institute Grant, “Slaves, Soldiers, Rebels: Currents of Black Resistance in the Tropical Atlantic, 1760-1888,” The Johns Hopkins University, 2009
- Kent State University Distinguished Teaching Award nominee, 2002
- Kent State University Research Council, Funding for Research in National Archives of Barbados, 2001

Edward Wright-Rios

Appointed/Rank: 2004; Associate Professor of History**Education:** Ph.D., University of California San Diego, 2004**Academic Experience:** Lecturer, Department of History, University of California San Diego 2004**Research Specialization:** Cultural history of modern México; popular religious practice in 1880-1934 in México; priestly efforts to reform popular religious practice, female-led visionary movements, and the complexities of Catholic resurgence during this period**Overseas Experience:** México, Honduras, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3**Relevant Courses:** Colonial Latin America (HIST 137), Reform and Revolution Latin America (HIST 251), Research Seminar in Latin American History (HIST 365), Modern México (HIST 247)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Revolutions in Mexican Catholicism: Vision, Shrine, and Society in Oaxaca, 1887-1934*. Duke University Press, 2009.
- “La Madre Matiana: Nation and the Female Prophetic Persona in Mexican Satire.” *The Americas*, 2011.
- “Fitting Fanáticas: Nation, Narration, and Assimilation of Pious Femininity in Revolutionary México.” In *México’s Unfinished Revolutions: 1810, 1910, and 2010*, edited by C. Faulhaber, 2011.
- “Inspirando mexicanos: religiosidad, autoridad, y comunidad desde la Madre Matiana al Segundo Juan Diego.” In *Prácticas populares, cultura política y poder en México, siglo XIX*, edited by B. Connaughton, 2008.

Distinctions:

- Charles A. Ryskamp Fellowship, American Council of Learned Societies, 2011
- Winner of the 2010 Murdo J. MacLeod Book Prize of the Southern Historical Association
- President’s Postdoctoral Fellowship Finalist, University of California 2004-2005
- Visiting Research Fellowship/Guest Scholar, Center for U.S.-Mexican Studies, University of California San Diego, 2002-2003/2003-2004

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Leonard Folgarait

Appointed/Rank: 1981; Professor of History of Art**Education:** Ph.D., University of California Los Angeles, 1980**Academic Experience:** Lecturer in Modern Art History, Art Center College of Design, 1981; Lecturer, Modern Art History, California Institute of the Arts, 1978-1981**Research Specialization:** Modern art of Latin America, with a specialization in the 20th century art of México; and modern European and American art and architecture**Overseas Experience:** México, Spain**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 3**Relevant Courses:** 20th Century Mexican Literature, Film and Art (HART 234)**Percent of time devoted to Latin America:** 90**Recent Publications:**

- *Mexican Muralism: A Critical History*. University of California Press, co-editor with A. Anreus and R. Greeley, 2012.
- *Seeing México Photographed: the Work of Horne, Casasola, Modotti and Álvarez Bravo*, Yale University Press, 2008.
- “Christ and Crack, 1983.” *Serge Guilbaut: Retro-Perspective*, 2012.
- “O’Higgins y el *Daily Worker*, 1931.” *Pablo O’Higgins: voz de lucha y de arte*, Fundación Cultural María y Pablo O’Higgins, México City, 2005.
- “Picasso and Cubism in 1909.” *Migrations in Society, Culture, and the Library*, WESS European Conference Proceedings, Paris, 2004.

Distinctions:

- Included in “The Best 300 Professors,” *The Princeton Review*, 2012
- Getty Scholar Grant, Getty Research Institute, Los Angeles, 2007-2008
- Research Scholar Grant, Vanderbilt University, 2006
- The Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, 1986

Thomas E. Bogenschild

Appointed/Rank: 2011; Director, Vanderbilt Global Education Office**Education:** Ph.D., University of California Berkeley, 1992**Academic Experience:** Director, Office of International Programs and Studies, University of New México 2006-2011; Full Professional Specialist Faculty and Director of International and Off-Campus Programs, University of Notre Dame 1995-2005; Associate Director and Lecturer, Program in Latin American Studies, Princeton University 1994-1995; Visiting Instructor, Naval Postgraduate School, Dept. of National Security Affairs 1993-1994; Vice-Chair, Center for Latin American Studies, University of California, Berkeley 1989-1993**Research Specialization:** Cultural anthropology, history, and political science**Overseas Experience:** Guatemala, México, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Introduction to Latin America (LAS 201)**Percent of time devoted to Latin America:** 50**Recent Publications:**

- “Una conversación con Albert O. Hirschman.” Buenos Aires, *Página 12*, with A. Díaz-Quñones, 2013.
- “The Value of Foreign Recruits.” Op-Ed, *Albuquerque Journal*, March 22 2006.
- *State and Society in Brazil: Continuity and Change*. Westview Press, co-edited with J. D. Wirth and E. O. Nunes, 1987.

Distinctions:

- Finalist, Center for the International Exchange of Scholars Fulbright International Educator Seminar, Germany, 2013
- National Association of Foreign Studies Administrators (NAFSA), Institutional Merit Award for University of Notre Dame’s International Study Programs, 2004
- Eli Lily Fellow and Participant, Network Exchange Seminar on Social Service Training Abroad, Goshen College, 2000

Paula Covington

Appointed/Rank: 1976; Latin American Bibliographer, Senior Lecturer in Latin American Studies**Education:** M.A., Vanderbilt University, 1994; M.L.S., Peabody College of Vanderbilt University, 1971**Academic Experience:** Reference Librarian and Fine Arts Bibliographer 1973-1976; Senior Librarian, Nashville Public Library 1971-1972**Research Specialization:** 19th-century travel to México and Latin America; Interdisciplinary Research Methods**Overseas Experience:** Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Guatemala, Honduras, México, Nicaragua, Perú, Ecuador, Puerto Rico, Uruguay**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Interdisciplinary Research Methods (LAS 290)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Latin America and the Caribbean: A Critical Guide to Research Sources*. Greenwood Press, 1992.
- *Index Guide to Latin American Journals: A Selection of Latin-American Serials*. Secretariat, Seminar on the Acquisition of Latin American Library Materials (SALALM), University of Texas, coedited with G. Williams, 1999.
- *Latin American Frontiers, Borders and Hinterlands: Research Needs and Resources*. SALALM, University of New México, 1990.
- "Quest for Books in Cuba." *Vanderbilt International*, 2010.

Distinctions:

- *Who's Who in America, The National Directory of Latin Americanists*, 2010-present
 - *Who's Who in Library and Information Services*
 - Consultant, Bodleian Library, Hispanic collections, University of Oxford, 2009
 - *World Scholar*, Editorial Board member and consultant, Gale, 2010
-

Avery Dickins de Girón

Appointed/Rank: 2008; Executive Director of the Center for Latin American Studies; Lecturer in Anthropology**Education:** Ph.D., Vanderbilt University, 2008**Academic Experience:** Osher Institute for Lifelong Learning 2012; Vanderbilt Summer Academy 2008-2009**Research Specialization:** International development programs in Q'eqchi' Maya region of Guatemala; private security guard industry; development, economics, labor migration**Overseas Experience:** Guatemala, Bolivia, Perú, Chile**Languages (5=Native, 1=Beginner):** Spanish – 4; Q'eqchi' Maya – 2**Relevant Courses:** Health, Development and Culture in Guatemala (MHS 218), Apocalypse Now: Modern Maya and Ancient Prophecies (ANTH 099)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- "Ultimatums and Rationalities in Two Maya Towns," with E. Fischer. In *Cash on the Table: Markets, Values, and Moral Economies*, edited by E. Fischer, 2013.
- "The Security Guard Industry in Guatemala: Rural Communities and Urban Violence." In *Securing the City: Neoliberalism, Space, and Insecurity in Postwar Guatemala*, edited by K. L. O'Neill and K. Thomas, 2010.
- "El Otro Lado: Local Ends and Development in a Q'eqchi' Maya Community." *Social Analysis*, 2007.
- "Rationality, Self-Interest, and Cultural Context: Results of Economic Experiments in Two Guatemalan Maya Communities." *Southern Anthropological Society Proceedings*, with E. Fischer, 2006.
- "Development and Hegemony: Cultural Property and Cultural Propriety in the Maya Region." *Connecticut Journal of International Law*, with E. Fischer, 2004.

Distinctions:

- Chair, Consortium of Latin American Studies Programs (CLASP) Language Committee
- Treasurer, Guatemala Scholars' Network
- College of Arts and Science Social Science Dissertation Fellowship, 2007-2008
- National Science Foundation Doctoral Dissertation Research Grant, "Linking Social and Cultural Capital: An Analysis of Cultural Change in Two Q'eqchi' Maya Communities," 2005-2006

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Claire González

Appointed/Rank: 2009; Assistant Director for Outreach, Center for Latin American Studies**Education:** M.Ed., David Lipscomb University, 1996**Academic Experience:** Spanish Instructor, Saint Henry School 2001-2009; Spanish and French Instructor, Father Ryan High School 1992-2000**Specialization:** Latin American culture and language instruction/program design; community and K-12 outreach**Overseas Experience:** México, Argentina, Chile**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 4**Percent of time devoted to Latin America:** 100**Recent Activities and Presentations:**

- “Tudo Bem: Incorporating Portuguese into the K-12 Classroom” and “Teaching the Américas Award for Children’s and Young Adult Literature.” Presentations at the Tennessee Foreign Language Teaching Association Conference, 2013.
- “The Social Contract of Latin American Studies Programs: Innovation in Public Education.” Presentation at the Latin American Studies Association Conference, 2013.
- “Collaborating with the Center for Latin American Studies” and “Through the Lens: Teaching Latin America through Film.” Presentations at the Tennessee Foreign Languages Teaching Association Conference, 2011.
- Co-Coordinator, National Book Award Américas Award for Children’s and Young Adult Literature.
- Organized the National Coffee Association’s 2011 Annual Conference Symposium “Coffee, Culture, Community Development.”
- Leader, professional development curriculum building trip for K-12 teachers to Merida, México, 2010.

Distinctions:

- Chair of Hillsboro High School International Baccalaureate Advisory Committee, 2012-present
 - Curriculum Committee, World Language Standards for Diocese of Nashville, 2007-2008
-

Paul Miller

Appointed/Rank: 2001; Assistant Professor of French and Latin American Studies**Education:** Ph.D., Emory University, 1999**Academic Experience:** Associate Director, Center for Latin American Studies 2003-2004; Assistant Professor of Spanish, North Carolina State University 1999-2001; Lecturer in Spanish, Georgia State University 1997-1999**Research Specialization:** Comparative literature and interdisciplinary approaches to Latin American literature, particularly Hispanic, Francophone and Anglophone Caribbean**Overseas Experience:** Caribbean, Cuba**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 4**Relevant Courses:** Intro to Latin America (LAS 201), Special Topics: Jews and Judaism in Latin American and Caribbean Literature (LAS 294A), Special Topic: Latin American and Caribbean Jewish Writers (JS 294-6), Freshman Seminar: Caribbean Short Story (LAS 115F), Development of Short Story (SPAN 260), Introduction to Spanish & Spanish American (SPAN 203), Intermediate Spanish Composition (SPAN 104), Contemporary Latin American Literature (SPAN 236)**Percent of time devoted to Latin America:** 50**Recent Publications:**

- *Elusive Origins: The Enlightenment in the Modern Caribbean Imagination.* The University of Virginia Press, New World Studies Series, 2010.
- “I Hear Therefore I Know: Post-Shoah Motifs in *Death and the Maiden*.” *Studies in American Jewish Literature*, 2013.
- “Bendito sea A. que no me hizo indio ni negro: ethnic paradigms in Menasseh Ben Israel’s *Esperanza de Israel*.” *Bulletin of Hispanic Studies*, 2012.
- “Remoteness and Proximity: The Parallel Ethnographies of Alejo Carpentier and René Maran.” In *Symposium*, 2012.
- “Literature and Popular Culture.” In *Understanding the Contemporary Caribbean*, 2nd Edition, edited by R. S. Hillman and T. J. D’Agostino, with K. Meehan, 2009.

Distinctions:

- Saint-John Perse Foundation Grant, Researcher-in-Residence, 2006

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Dominique Béhague

Appointed/Rank: 2012; Associate Professor of Medicine, Health, and Society and Anthropology**Education:** Ph.D., McGill University, 2004**Academic Experience:** Senior Lecturer, King's College London, 2012-present; Honorary Lecturer, London School of Hygiene and Tropical Medicine, 2010-present; Senior Lecturer, Brunel University, 2010-2012; Lecturer, London School of Hygiene and Tropical Medicine, 2002-2010**Research Specialization:** Psychiatry, reproductive health and the politics of global health research; ethnography of Brazil and the anthropology of health and biomedicine**Overseas Experience:** Brazil, Ecuador**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4; French – 4**Relevant Courses:** Global Health and Social Justice (MHS 204); Special Topics: Global Public Health (MHS 290); Advanced Research Methods (MHS 295); Culture Psychology and Mental Health (MHS 295)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Taming troubled teens: the social production of mental morbidity amongst young mothers in Pelotas, Brazil” *Social Science & Medicine*, with H. Gonçalves, D. Gigante, B. R. Kirkwood, 2012.
- “Contraceptive medicalization, fear of infertility and teenage pregnancy in Brazil.” *Culture, Health and Sexuality*, with H. Gonçalves, A. Souza, S. Tavares, and D. Cruza, 2011.
- “Evidence-based policy-making: The implications of globally applicable research for context-specific problem-solving in developing countries.” *Social Science and Medicine*, with C. Tawiah, M. Rosato, T. Some, J. Morrison, 2009

Distinctions:

- Wellcome Trust Postdoctoral Research Training Fellowship: Salary, research costs, and tuition for MSc in Epidemiology, “The life-course and health of youth and their mothers in the 1982 Pelotas birth cohort: an interdisciplinary research approach,” 2005-2010
- U.S. Fulbright Foundation: Recipient of the 1993-1994 U.S. Student Program Grant, bi-national program of educational exchange between the United States and Brazil, for “An exploration of medicalization and power ten years after health care expansion in Pelotas, Brazil”

Amy Non

Appointed/Rank: 2012; Assistant Professor of Anthropology and Department of Medicine, Health, and Society**Education:** Ph.D., University of Florida, 2010**Academic Experience:** Robert Wood Johnson Foundation Health and Society Scholar Post-doctoral Fellowship, Harvard University 2010-2012**Research Specialization:** Genetic and sociocultural contributors to racial and social inequalities in health; racial inequalities in blood pressure in Puerto Rico and the United States**Overseas Experience:** El Salvador, Puerto Rico**Languages (5=Native, 1=Beginner):** Spanish – 3**Relevant Courses:** Genetic Anthropology Lab Techniques (ANTH 272), Biology of Inequality (ANTH 242), Human evolutionary genetics (ANTH 294/273)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Establishing a sustainable partnership through short term global field experiences: the University of Florida and Canton El Limon collaboration.” *Public Health Reports*, with A. Amaya-Burns, S. Fesperman, M. Amaya, and K. Evans, 2010.
- “Genetic ancestry, social classification, and racial inequalities in blood pressure in Southeastern Puerto Rico.” *PLoS One*, with C. C. Gravlee and C. J. Mulligan, 2009.

Distinctions:

- Foundation for Children's Development Young Scholars Program: “Biological Embedding of Stress in Children of Mexican Immigrants,” 2013
- Howard Hughes Medical Institute (HHMI) Science for Life Graduate Student Mentor Award, 2010

José Medina

Appointed/Rank: 1999; Associate Professor of Philosophy**Education:** Ph.D., Northwestern University, 1998**Academic Experience:** International Chair of Excellence in the Humanities, Carlos III University, Madrid, Spain 2011-2012; American Studies Advisory Board 2008-present; Coordinator of the Philosophy Colloquium Speakers Series 2009-2011; Director of Graduate Studies 2007-2008; Director of Undergraduate Studies 2004-2006**Research Specialization:** Current regional interests: Spain, México, and Caribbean countries; race and gender theory, multiculturalism and theoretical research in Hispanic philosophy**Overseas Experience:** México, Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 1; French – 2**Relevant Courses:** Ethics, Race and Sexuality (PHIL 352)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *The Epistemology of Resistance: Gender and Racial Oppression, Epistemic Injustice, and Resistant Imaginations*. Oxford University Press, 2012.
- “Linguistic Hegemony and Linguistic Resistance: English, Spanish, and American Philosophy.” In *Reframing the Practice of Philosophy: Bodies of Color, Bodies of Knowledge*, edited by G. Yancy, 2011.
- “Pragmatic Pluralism, Multiculturalism, and the New Hispanic.” In *Pragmatism in the Americas*, edited by G. Pappas, 2011.
- “Memoria, Objetividad, y Justicia: Hacia una Epistemología de la Resistencia.” *La Balsa de la Medusa* 4 2011.

Distinctions:

- North-American Society for Social Philosophy Book Award for *The Epistemology of Resistance: Gender and Racial Oppression, Epistemic Injustice, and Resistant Imaginations*, 2012
- Vanderbilt International Office Grant, “Enhancing International Research in the Humanities”
- Vanderbilt Press, Editorial Board 2007-2009
- The Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, Vanderbilt University, 2006

David J. Ernst

Appointed/Rank: 1992; Professor and Chair of Physics and Astronomy**Education:** Ph.D., Massachusetts Institute of Technology, 1970**Academic Experience:** Associate Dean of College of Arts & Science 1995-1997; Interim Director of W. M. Keck Foundation Free Electron Laser 1999-2000; Professor, Texas A&M University 1985-1992**Research Specialization:** Promotes exchanges and cooperation in the sciences between U.S. and Latin America; Nuclear Theory, neutrino masses and mixings**Overseas Experience:** México, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- “The Fisk-Vanderbilt Master’s to Ph.D. Bridge Program: Recognizing and Cultivating Unrecognized Potential in Underrepresented Minority Students.” *American Journal of Physics*, with K. G. Stassun, S. Sturm, K. Holley-Bockleemann, A. Burger, and D. Webb, 2011.
- “Implications of the Super-K atmospheric, long-baseline, and reactor data for the Mixing Angles θ_{13} and θ_{23} .” *Physical Review*, with J. Escamilla-Roa, and D. C. Latimer, 2010.

Distinctions:

- Winner, Francis G. Slack Award from the Southeast Section of the American Physical Society for work diversifying the field physics, work with the National Society of Hispanic Physicists and the National Society of Black Physicists, and building programs at Vanderbilt and Fisk Universities, 2011
- Nicholson Medal for Human Outreach by the American Physical Society, 2011
- Alexander Heard Distinguished Service Professor, Vanderbilt University 2002-2003
- Fellow, American Physical Society, 1985-present
- Outstanding Teacher, Association of Former Students, Texas A&M University, 1983

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Susan Gessner Stewart

Appointed/Rank: 2013; Assistant Professor of Astronomy**Education:** Ph.D., University of Alabama Tuscaloosa, 1998**Academic Experience:** University of Alabama Tuscaloosa 1994-1997; Research Assistant, Instituto de Astrofísica de Canarias, La Laguna, Tenerife, Canary Islands, Spain 1994**Research Specialization:** Solar system/celestial dynamics, astrometry, navigation**Percent of time devoted to Latin America:** 10**Recent Publications:**

- “Section E (Planets), Section H (Stars and Stellar Systems), and Section L (Notes and References).” *The Astronomica*, with F. Walter, 2000.
- “Ultraviolet Observations of the Powering Source of the Supergiant Shell in IC 2574.” *Almanac for the Years 1998 through 2015*, U.S. Government Printing Office, 2000.

Distinctions:

- Staff astronomer at the U.S. Naval Observatory in Washington, DC, 1997-present
- Secretary, Steering Committee for Division A Fundamental Astronomy of the International Astronomical Union, 2013
- Sigma Xi Research Society grant award, 1994-1996
- NASA Space Grant Fellow, 1990-1993

Jonathan Hiskey

Appointed/Rank: 2005; Associate Professor of Political Science**Education:** Ph.D., University of Pittsburgh, 1999**Academic Experience:** Chair, Graduate Education Committee and Director of Graduate Studies 2008-2009; Assistant Professor, University of California, Riverside 1999-2005**Research Specialization:** Political economy of local development in México, development implications of political transitions taking place across Latin America; development consequences of México's recent political transition**Overseas Experience:** México, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 2**Relevant Courses:** Latin American Politics (PSCI 217), Politics of Global Inequality (PSCI 236), Research in Latin American Politics (PSCI 315), Research in Comparative Analysis (PSCI 319)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Continental Divides: International Migration in the Americas. Annals of the American Academy of Political and Social Science*. Edited with K. Donato, J. Durand, and D. Massey, 2010.
- “Political Economy.” In *Handbook of Latin American Studies*, 2012.
- “Why Democracy?” In *Pathways to Democracy: Democratization in Theory and Practice*, edited by M. Malone, 2011.
- “Measuring Migration Connections across Latin America.” In *Migration and Remittances: Trends, Impacts, and New Challenges*, edited by A. Cuecuecha and C. Pederzini, with A. Cordoba, 2011.
- “Subnational Electoral Regimes and Crisis Recovery in Argentina and México.” *Electoral Studies*, with M. Moseley and J. Goldberg, 2011.

Distinctions:

- Robert H. Birkby Award for Teaching Excellence in Political Science, Vanderbilt University, 2010
- Center for the Americas Publication Colloquium award, “Migration in the Americas: México and Latin America in Comparative Perspective” (with K. Donato), Vanderbilt University, 2008
- Vanderbilt Research Scholar Fellowship, “Understanding Latin America's Subnational Transitions, 1980-2005,” 2007-2008
- Instructor, Department of Defense Area Studies Short Course, Washington, DC, 2008
- USAID Conceptual Framework for Democratic Local Governance Project, 2006

Efrén O. Pérez

Appointed/Rank: 2008; Assistant Professor of Political Science**Education:** Ph.D., Duke University, 2008**Academic Experience:** Assistant Professor (by courtesy), Department of Sociology 2013-present; Faculty Affiliate, Research on Individuals, Politics, and Society Lab 2010-present; Faculty Affiliate, Latin American Public Opinion Project 2008-present**Research Specialization:** Political psychology; race, ethnicity, and politics; Latino public opinion; anti-immigrant bias**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Political Psychology (PSCI 334), Group Conflict and Cooperation in U.S. Politics (PSCI 250)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “The Origins and Implications of Language Effects in Multilingual Surveys: A MIMIC Approach with Application to Latino Political Attitudes.” *Political Analysis*, forthcoming 2013.
- “The Persistent Connection between Language-of-Interview and Latino Political Opinion.” *Political Behavior*, with T. Lee, in press 2013.
- “Collateral Damage? Xenophobic Rhetoric and its Political Effects on Latinos.” Invited Presentation at University of Michigan and Princeton University, 2012.

Distinctions:

- Principal Investigator, Time-Sharing Experiments for the Social Sciences Grant “Xenophobic Rhetoric and Its Political Effects on Latinos,” 2011
- Warren Center Fellowship, Immigration and the American Experience, 2009

Mitchell Seligson

Appointed/Rank: 2004; Centennial Professor of Political Science; Founder-Director, Latin American Public Opinion Project (LAPOP)**Education:** Ph.D., University of Pittsburgh, 1974**Academic Experience:** Professor of Sociology 2009-present; Fellow, Vanderbilt Center for Nashville Studies 2004-present; Daniel H. Wallace Professor of Political Science, University of Pittsburgh 1994-2004; Director, Center for Latin American Studies, University of Pittsburgh 1986-1992**Research Specialization:** Democratization, Latin American politics, political economy of development**Overseas Experience:** Costa Rica**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Politics of Change in the Third World (PSCI 316), Political Economy of Development (PSCI 317), Politics of Global Inequality (PSCI 236)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 7**Recent Publications:**

- *Development and Underdevelopment: The Political Economy of Global Inequality*, 4th edition. Lynne Rienner Publishers, co-edited with J. Passé-Smith, 2008.
- *Improving Democracy Assistance: Building Knowledge through Evaluations and Research*. The National Academies Press, co-authored with a National Academy of Sciences Panel, 2008.
- *The Legitimacy Puzzle in Latin America: Democracy and Political Support in Eight Nations*. Cambridge University Press, with J. Booth, 2009.

Distinctions:

- Member of the General Assembly of the Inter-American Institute of Human Rights
- Appointed member of the Organization of American States (OAS) Advisory Board of Inter-American Program on Education for Democratic Values and Practices
- Inter-American Development Bank, United Nations Development Programme, and Tinker Foundation support for 2010-2013 AmericasBarometer surveys in Latin America and Caribbean
- U.S. Agency for International Development, “Measuring Democratic Values in Latin America,” 2008-2014 and “Democratic Indicators Monitoring Survey in Colombia” 2010-2013
- Founding member, *Journal of Democracy en Español*

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Elizabeth Zechmeister

Appointed/Rank: 2008; Associate Professor of Political Science and Co-Director of LAPOP**Education:** Ph.D., Duke University, 2003**Academic Experience:** Faculty Affiliate, Research on Individuals, Politics, and Society (RIPS) Lab 2009-present; Assistant Professor of Political Science, University of California-Davis 2003-2008**Research Specialization:** Comparative political participation and voting behavior in México, Perú and throughout Latin America; the use of experiments in political science research**Overseas Experience:** México, Andes**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Research Design (PSCI 355), Inter-American Relations (PSCI 228), Public Opinion in Latin America (HNRS 186), Comparative Political Behavior (PSCI 390), Comparative Politics of Bad Times (PSCI 370), Latin American Politics (PSCI 217), Politics of México (PSCI 219), Vanderbilt PAVE Pre-College Classes**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Latin American Party Systems*. Cambridge University Press, with H. Kitschelt, K. A. Hawkins, J. P. Luna, and G. Rosas, 2010.
- *Democracy at Risk: How Terrorist Threats Affect the Public*. University of Chicago Press, with J. L. Merolla, 2009.
- “Assessing the Impact of the New Middle Class on Politics and Democracy.” *Americas Quarterly*, with M. A. Seligson and L. Sellers, 2012.

Distinctions:

- Invited presentations, Wilson Center, Washington D.C., 2013
- Invited presentations, The Inter-American Dialogue, 2011 and 2012
- Vanderbilt’s Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching, 2012
- National Science Foundation Collaborative RAPID Grant, with R. Carlin and G. Love, 2010
- National Science Foundation Collaborative Research Grant, with J. Merolla, 2009-2011
- Inter-American Development Bank Grant (with M. A. Seligson; award included funds for internet experiments in México and the United States), 2009

Joe Bandy

Appointed/Rank: 2010; Assistant Director, Vanderbilt Center for Teaching; Affiliated Faculty, Department of Sociology**Education:** Ph.D., University of California, Santa Barbara, 1998**Academic Experience:** Associate Professor of Sociology, Bowdoin College 1998-2010; Lecturer, University of California, Santa Barbara 1990-1998**Research Specialization:** Analysis of efforts to address social problems caused by export processing and free trade on U.S.-México border**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 2**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *Coalitions Across Borders: Transnational Protest and the Neo-Liberal Order*. Rowman and Littlefield Publishers, edited with J. Smith, 2004.
- “Environmental Justice and Environmental Health in Nashville.” In *Shaping Healthy Cities: Nashville*, by C. Kreyling, 2013.
- “Sociologists in Action: Joe Bandy & Elspeth Benard.” In *Sociologists in Action*, with E. Benard, 2011.
- “A Place of Their Own? Women Organizers Negotiating the Local and Transnational in Nicaragua and Northern México.” In *Latin American Social Movements: Globalization, Democratization, and Transnational Networks*, edited by H. Johnston and P. Almieda, with J. Bickham Mendez, 2006.

Distinctions:

- Maine Campus Compact’s Donald Harward Award for Service-Learning Excellence, 2006

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Tony Brown

Appointed/Rank: 2001; Associate Professor of Sociology and Associate Professor, Center for Medicine, Health, and Society (secondary appointment)

Education: Ph.D., University of Michigan, Ann Arbor, 1998

Academic Experience: Health Policy Associate, Robert Wood Johnson Foundation Center for Health Policy at Meharry Medical College 2012-2013; Associate Director, Vanderbilt Center for Research on Health Disparities 2010-present; Faculty, Program on Effective Health Communication, Vanderbilt University Medical Center 2009-present

Research Specialization: Racial and Ethnic Relations, Social Psychology, Sociology of Mental Health; Brazil

Languages (5=Native, 1=Beginner): Portuguese – 2

Percent of time devoted to Latin America: 25

Dissertations and theses supervised in past 5 years: 2

Recent Publications:

- *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*, 2nd edition. Cambridge University Press, edited with T. L., Scheid, 2010.
- “Mental Health Status: The Importance of Race, Nativity, Ethnicity, and Cultural Influences.” In *Handbook of the Sociology of Mental Health*, edited by C. Aneshensel, J. Phelan, and A. Bierman, with K. M. Donato, E. M. Duncan, and M. L. Laske, 2012.

Distinctions:

- Editor, *American Sociological Review*, American Sociological Association and SAGE Publications
- Harambee Award, The Dr. Jimmie Lewis Franklin Award for Outstanding Faculty, Administrator, or Staff, Vanderbilt University, 2009
- Research Fellow, Vanderbilt Center for Nashville Studies (VCNS), Vanderbilt University, 2007-2009
- Co-Investigator, Nashville Immigrant Community Assessment, 2002-2003

Daniel Cornfield

Appointed/Rank: 1980; Professor of Sociology

Education: Ph.D., University of Chicago, 1980

Academic Experience: Affiliate Professor of Political Science 2008-present; Affiliate Professor of American and Southern Studies 1999-present; Faculty Fellow, Curb Center for Art, Enterprise, and Public Policy 2006-present

Research Specialization: Sociology of Work, Labor Sociology, Economy and Society, Political Sociology, Labor Movements, Immigration, Artistic Careers and Communities

Overseas Experience: Brazil, Cuba

Languages (5=Native, 1=Beginner): Spanish – 3

Percent of time devoted to Latin America: 10

Dissertations and theses supervised in past 5 years: 3

Recent Publications:

- *Labor in the New Urban Battlegrounds: Local Solidarity in a Global Economy*. Cornell University Press, edited with L. Turner, 2007.
- “Tackling Inequality in Precarious Times: Immigrant Labor Organizing in the United States.” In *Mobilizing against Inequality: Unions, Immigrant Workers, and the Crisis of Capitalism*, edited by L. Adler, M. Tapia, and L. Turner, with L. Adler, at press 2013.
- “Immigrant Labor Organizing in a ‘New Destination City’: Approaches to the Unionization of African, Asian, Latino, and Middle Eastern Workers in Nashville.” In *Global Connections and Local Receptions: New Latino Migration to the Southeastern United States*, edited by F. Ansley and J. Shefner, 2009.

Distinctions:

- Principal Investigator for Immigrant Community Assessment of Nashville, commissioned by the Mayor of Nashville; includes a study of Nashville’s large and growing community of Latin American immigrants
- Editor, *Work and Occupations*, 1995-present
- Spence and Rebecca Webb Wilson Fellow and Co-director of the Fellows Program (“Immigration and the American Experience”), Vanderbilt Robert Penn Warren Center for the Humanities, 2009-10

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Katharine Donato

Appointed/Rank: 2006; Professor and Chair of Sociology**Education:** Ph.D., State University of New York at Stony Brook, 1988**Academic Experience:** Director, Center for Medicine, Health & Society 2009-2011; Associate Director for Survey Research and Training, Vanderbilt Center for Nashville Studies 2008-2009; Research Associate (Special Sworn Status), Center for Economic Studies, U.S. Bureau of the Census 2000-2006**Research Specialization:** International migration between México and the United States, social determinants of health, immigrants in the U.S. economy, ethnic and gender stratification**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** International Migration (SOC 361), Contemporary Mexican Society (SOC 279)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Continental Divides: International Migration in the Americas*, Special Issue *The ANNALS of the American Academy of Social and Political Science*, edited with J. Hinskey, J. Durand, and D. S. Massey, 2010.
- *Gender and Migration Revisited*, Special Issue of *International Migration Review*, edited with D. Gabaccia, J. Holdaway, M. Manalansan IV, and P. R. Pessar, 2006.
- “Shifts in the Employment Outcomes among Mexican Migrants to the United States, 1976-2009.” *Research in Social Stratification and Mobility*, 2012.

Distinctions:

- Member, Board of Directors, Conexión Américas
- Member, Advisory Board, Mexican Migration Project, Princeton University, 1999-present
- Race, Immigration and Acculturation in the United States, Collaborative Interdisciplinary Research Grant, Vanderbilt University (with I. Nkwankwo), 2009-2011
- Best Paper Award, Urban Politics Section, American Political Science Association, 2008
- Immigrant Parent Involvement in Schools, Communities and Politics, funded by the National Science Foundation (with M. Marschall and A. Singer), 2006-09

David Hess

Appointed/Rank: 2011; Professor of Sociology, Director of Undergraduate Studies; Associate Director, Vanderbilt Institute for Energy and Environment**Education:** Ph.D., Cornell University, 1987**Academic Experience:** Professor of Science and Technology and Director of Program in Ecological Economics, Values, and Policy, Rensselaer Polytechnic Institute 1989-2011; Visiting Assistant Professor, Interdisciplinary Writing Program, Colgate University 1987-1989**Research Specialization:** Sociology of local sustainability, sociology of health and environmental science; Brazil**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 4**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Good Green Jobs in a Global Economy*. MIT Press, 2011.
- *Localist Movement in a Global Economy*. MIT Press, 2009.
- “Local and Not-So-Local Exchanges: Alternative Economies, Ethnography, and Social Science.” In *Ethnography and Transnationalism*, edited by J. Juris and A. Khasnabish, 2012.

Distinctions:

- Editorial Board Member, *Science as Culture*, 2012
- Editorial Board Member, *Journal of Management and Sustainability*, 2011-present
- Prize for Exemplary Cross-Field Scholarship, General Anthropology Division, American Anthropological Association for the article “Crosscurrents,” published in the *American Anthropologist*, 2010
- Robert K. Merton Award, Section on Knowledge and Technology, American Sociological Association, for an outstanding book on science, knowledge or technology published during the preceding 3 years, 2009

Mariano Sana

Appointed/Rank: 2009; Associate Professor of Sociology**Education:** Ph.D., University of Pennsylvania, 2003**Academic Experience:** Assistant Professor, Louisiana State University 2003-2009; Project Manager, Latin American Migration Project, University of Pennsylvania 2000-2003**Research Specialization:** International migration, survey data collection, development, Latin America, globalization**Overseas Experience:** México, Dominican Republic, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Population and Society (SOC 220), Immigration in America (SOC 274)**Percent of time devoted to Latin America:** 50**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- “Immigrants and Natives in U.S. Science and Engineering Occupations: 1994-2006.” *Demography*, 2010.
- “Insiders, Outsiders, and the Editing of Inconsistent Survey Data.” *Sociological Methods and Research*, with A. A. Weinreb, 2008.
- “Growth of Migrant Remittances from the United States to México, 1990-2004.” *Social Forces*, 2008.
- “Family and Migration in Comparative Perspective: Reply to King.” *Social Science Quarterly*, with D. Massey, 2007.

Distinctions:

- Visiting Scholar, Population Program, Institute of Behavioral Science, University of Colorado at Boulder, 2012
- Principal Investigator, National Institutes of Health, National Institute of Child Health and Human Development (NICHD) grant for “The Effects of Insiderness on Data in the Dominican Republic,” with A. A. Weinreb and G. Stecklov, 2009-2011
- Excellence in Teaching Award, presented by The Sociology Society at Louisiana State University, 2008
- Louisiana Board of Regents, Research and Development Program, Research Competitiveness Subprogram. “When Foreigners Take Over: A Case Study of Highly Skilled Migration,” 2008-2009

Francis Alpren

Appointed/Rank: 2002; Senior Lecturer in Spanish and Portuguese**Education:** M.A., Louisiana State University, 1986**Academic Experience:** Coordinator for Spanish 100, 101, 102 and Lead Coordinator of Basic Spanish 2002-present; Spanish Coordinator of all Basic Spanish Programs, Florida Atlantic University, Florida 1999-2002; Adjunct Spanish Instructor and Visiting Lecturer, Atlantic University, Boca Raton, FL 1998-1999; Spanish teacher for High School, Greater Grace Christian Academy, Baltimore, MD 1997-1998**Research and Teaching Specialization:** As Spanish Coordinator, trains lecturers and adjuncts; prepares workshops for Spanish adjuncts; schedules adjuncts and T.A.s for Spanish 100-202; prepares and develops syllabi, tests, study guidelines, forms, and internet activities for courses**Languages (5=Native, 1=Beginner):** Spanish – 5; French – 2; Hebrew – 2; Italian – 1**Relevant Courses:** Elementary Spanish I (SPAN 101); Elementary Spanish II (SPAN 102); Beginners Spanish (SPAN 1120); Second Semester Beginners Spanish (SPAN 1121); Intermediate Spanish (SPAN 2203); Spanish for Bilinguals I (SPAN 2342); Spanish for Bilinguals II (SPAN 2342); Advanced Spanish (SPAN 3400); Advanced Spanish Composition (SPAN 3401); Foreign Language Teaching Practicum (FLE 5892); Teaching Practicum for New Graduate Students (SPAN 310)**Percent of time devoted to Latin America:** 100**Distinctions:**

- Invited by McGraw Hill to participate in following workshops: “Integrating the 4 Cs into the Communicative Classroom and Beyond” and “Cultural Competence: Making Culture the Core of the Language Class”

José L. Aznar

Appointed/Rank: 2007; Senior Lecturer in Spanish and Portuguese**Education:** M.A., Arkansas Tech University, 1998**Academic Experience:** Senior Lecturer of Spanish, 2007-present; Course Director Maymester 2010 in Spain; Visions VUceptor Faculty Member, Vanderbilt; Chair, Foreign Languages, Pope John Paul II High School, Hendersonville, TN, 2004-2007; Spanish Instructor, University of the Ozarks, Clarksville, AR, 2001-2004**Research and Teaching Specialization:** Spanish Language; Contribute new material for the University's Spanish curriculum; evaluates students' level of proficiency in the target language to assure the appropriate course level; developed curriculum for the Maymester in Spain; Teaches, directs and organizes all activities for the course in Spain**Overseas Experience:** México, Spain**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Intermediate Spanish grammar, composition and conversation courses (SPAN 104, 201W, 202); Advanced Conversation (SPAN 207)**Percent of time devoted to Latin America:** 25**Distinctions:**

- Member, Tennessee Foreign Language Teaching Association (TFLTA) and Arkansas Foreign Languages Teachers Association (AFLTA)
- Marquis Who's Who in America, 2004
- Who's Who Among American Teachers, 2002

Marcio Bahia

Appointed/Rank: 2009; Assistant Professor of Spanish and Portuguese**Education:** Ph.D., University of Ottawa, 2011**Academic Experience:** Lecturer in Spanish and Portuguese 2007-2009**Research Specialization:** Portuguese Language; Film; Memory and Notions of Americanidad; Inter-American Studies**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5; Spanish – 3**Relevant Courses:** Intensive Elementary Portuguese (PORT 102), Intermediate Portuguese (PORT 200), Portuguese Composition (PORT 201), Brazilian Pop Culture (PORT 203), Intro to Luso-Brazilian Literature (PORT 205), Special Topics in Portuguese Language Literature of Civilization – Brazilian Literacy Classics in Dialogue with New Media (PORT 294-1)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Filmes de (An)amnésia: memória e esquecimento no cinema comercial contemporâneo*. Editora Lutador, edited with M. Pereira and W. Moser, 2009.
- "A legitimação cultural dos quadrinhos e o Programa Nacional Biblioteca da Escola: uma história inacabada." *Educação*, 2012.
- "Mídias em movimento: o conceito de midiamoção e a indústria do entretenimento" in *Brasil-Canada: Mobilidades Culturais*, edited by I. Walty, M. Cury and S. Almeida, 2009.
- "Estratégias identitárias no continente americano: 'americanidad', 'américanité', 'americanidade' e a ausência de 'americanity'" in *SCRIPTA*, Revista PUC-Minas, Belo Horizonte, 2007.

Distinctions:

- Leads Vanderbilt student activities on Brazilian culture and Portuguese language: weekly bate-papo conversation group, annual Festa Junina, annual Brazil Week
- Ontario Graduate Scholarship (Province-wide competition), 2007-2008
- University of Ottawa Excellence Scholarship, 2007-2008

Susan Berk-Seligson

Appointed/Rank: 2004; Professor of Spanish Linguistics**Education:** Ph.D., University of Arizona, 1978**Academic Experience:** Associate Professor, University of Pittsburgh 1985-2004; Assistant Professor and Coordinator of Second Year Spanish Language Program, Purdue University 1982-1985; Adjunct lecturer, Center for English as a Second Language, University of Arizona 1978-1982**Research Specialization:** Sociolinguistics, pragmatics, discourse analysis, language in institutional settings (particularly language and the law), language and gender**Overseas Experience:** Costa Rica, Ecuador, El Salvador, Chile, Guatemala, Ecuador**Languages (5=Native, 1=Beginner):** Spanish – 4; Hungarian – 4; French – 2; German – 1; Hebrew – 1**Relevant Courses:** Discourse Analysis, (SPAN 285), Spanish in Society, (SPAN 283), Freshman Seminar: Language and Law, (LAS 115F, cross listed as SPAN 115 F), Special Topic: Language and Law (SPAN 295)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Coerced Confessions: The Discourse of Bilingual Police Interrogations*. Mouton de Gruyter, 2009.
- *The Bilingual Courtroom: Court Interpreters in the Judicial Process*, revised edition. The University of Chicago Press, 2002.
- *One Nation, Divided Justice: Language, Indigenous Rights, and Human Rights in the Ecuadorian Sierra*. Oxford University Press, accepted 2013.

Distinctions:

- Vanderbilt University Research Scholar Grant for “One Nation, Divided Justice: Language, Indigenous Rights and Human Rights in the Ecuadorian Sierra”, 2010-2011
- U.S. Agency for International Development research grant for “Access to Justice for Indigenous Ecuadorians,” 2005-2006
- Federal Court Interpreters Exam (\$1.8 million contract awarded to the National Center for State Courts), Linguistic Expert, 2001-2006

José Cárdenas Bunsen

Appointed/Rank: 2012; Assistant Professor of Spanish**Education:** Ph.D., Yale University, 2009**Academic Experience:** Assistant Professor, Bucknell University 2008-2012; Assistant Professor, Pontificia Universidad Católica del Perú 1996-2001**Research Specialization:** 16th- through 19th-century colonial Latin American literature and culture, with a particular focus on Bartolomé de las Casas**Overseas Experience:** Perú, México, Brazil, Bolivia**Languages (5=Native, 1=Beginner):** Spanish – 5; Portuguese – 4; French – 4; Quechua – 3; Aimara – 2; Italian – 2; Latin – 2**Relevant Courses:** Spanish American Literature (SPAN 235), Special Topic in Hispanic Literature: Latin American National Genres (SPAN 294-1), Seminar: Studies in Colonial Literature: Garcilaso Inca de la Vega (SPAN 338)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Escritura y Derecho Canónico en la obra de fray Bartolomé de las Casas*. Iberoamerica, 2011.
- “Ius Gentium and Just War: The Problem of Representation in Inca Garcilaso’s Royal Commentaries.” In *Signs of Power in Habsburg Spain and the New World*, edited by J. McCloskey and I. L. Alemany, 2013.

Distinctions:

- Editorial Board, *Dissidences*, Hispanic Journal of Theory and Criticism
- Maury A. Bromsen Fellowship, John Carter Brown Library, Brown University 2010-2011
- Winner of the Raúl Porras Barrenechea Research Award, Instituto Nacional de Cultura, Lima, Perú (Perú highest national award for historical research), 1998

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Victoria Burrus

Appointed/Rank: 1986; Associate Professor of Spanish**Education:** Ph.D., University of Wisconsin-Madison, 1985**Academic Experience:** Vice-Chair of Spanish Department, 2009-present; Director of Vanderbilt-in-Spain 2006-2007, 2011-2012; Director of Undergraduate Studies 2005-present**Research Specialization:** Medieval Spanish Literature**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 2**Relevant Courses:** Introduction to Spanish & Spanish American Literature (SPAN 203)**Percent of time devoted to Latin America:** 10**Recent Publications:**

- Review of Theresa Anna Sears, *Echado de tierra: Exile and the Psychopolitical Landscape in the Poema de Mio Cid*, *Hispanic Review* 69 (2001): 243-245
- *A Manual Manuscript Transcriptions for the Dictionary of the Old Spanish Language* by David McKencie. 4th. Ed., rev. by Victoria Burrus. Madison, WI: Hispanic Seminary of Medieval Studies, 1986
- “Role-Playing in the Amatory Poetry of the *Cancionero de Baema*” to the *Cancionero General* eds. E. Michael Gerli and Julian Weiss. *Medieval and Renaissance Texts & Studies* 181. Tempe, Arizona, 1998

Distinctions:

- Ernest A. Jones Adviser Award, 2000
- Venture Grant (with T. F. Hughes) to digitize course materials for Spanish Civilization, 1999

Lorraine Catanzaro

Appointed/Rank: 1988; Senior Lecturer in Spanish and Portuguese**Education:** M.A., University of Florida, 1986**Academic Experience:** Spanish Language Instructor, Vanderbilt University School of Medicine 2007-present; Assistant Director, Center for Latin American Studies 2007-2008; Director, Study Abroad Programs 1999-2002; Director, International Executive MBA Program, Owen Graduate School of Management 1996-1999; Professor, Spanish for Business and Economics, Owen Graduate School of Management 1993-1999; Director, Vanderbilt-in-Spain 1990-1991; Instructor, University of Florida Law School 1987-1988**Research Specialization:** Spanish for medical professions and service learning**Overseas Experience:** México, Dominican Republic, Costa Rica**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 2**Relevant Courses:** Intermediate Spanish Writing (SPAN 201W), Intermediate Medical Spanish (MED.IDIS.5235.10), Spanish for Business and Economics (SPAN 206), Spanish for Medical Professionals (SPAN 211)**Percent of time devoted to Latin America:** 100**Recent Presentations:**

- “Death and the Maiden.” The People’s Branch Theatre, Nashville, 2008.
- “Of Rage and Redemption: The Art of Oswaldo Guayasamín.” Center for Latin American Studies Outreach Professional Development Workshop for K-12 Educators, 2008.
- “Understanding Health and Illness in the Latino Patient.” Vanderbilt University School of Medicine, 2005.
- “Teaching Cultural Competence to Health Care Providers.” Tennessee Association of Professional Interpreters and Translators, Nashville, 2005.

Distinctions:

- Faculty Curriculum Development Award to research traditional and folkloric medicinal practices in the Dominican Republic, Vanderbilt University, 2007
- Venture Fund to develop and hold a community Health Fair for Latino population in Nashville, Vanderbilt University College of Arts & Science, 2007
- Center for Latin American and Iberian Studies travel grant for summer research on traditional and folkloric medicine in the Dominican Republic, 2007

Rachel Roth Chiguluri

Appointed/Rank: 1997; Senior Lecturer in Spanish and Portuguese**Education:** Ph.D., Vanderbilt University, 2001**Academic Experience:** Instructor of Spanish, Tennessee Foreign Language Institute 1998; Instructor of English, English for International Students 1997**Research Specialization:** Post-War Spanish literature; the generation of '98; Spanish American fiction, especially from the Boom; world literature**Overseas Experience:** Cuba, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Elementary Spanish (SPAN 102); Advanced Beginner Spanish (SPAN 103); Intermediate Spanish Writing (SPAN 201W); Introduction to Spanish/Latin American Literature (SPAN 203)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “The Politics of Discourse and the Discourse of Politics in *Tres Tristes Tigres*.” *Revista de Estudios Hispánicos*, 2003.
- Book Reviews: *Dance Between Two Cultures: Latino Caribbean Literature Written in the United States* by W. Luis, in *The Comparatist*, 2001; *La comunidad Latina in the United States: Personal and Political Strategies for Transforming Culture* by D. T. Abalos, in *Chasqui*, 2001.

Distinctions:

- Mellon Select Graduate Scholar, Vanderbilt University

Sarah Delassus

Appointed/Rank: 2001; Senior Lecturer in Spanish and Portuguese**Education:** Ph.D., University of Virginia, 2001**Academic Experience:** Lecturer, University of Virginia, 1998-2001**Research Specialization:** Spanish language**Languages (5=Native, 1=Beginner):** French – 5; Spanish – 4**Relevant Courses:** Coordinator of Spanish Oral Communication through Cultural Topics 202; Elementary Spanish I (SPAN 101), Advanced Conversation (SPAN 207), Advanced Spanish Conversation (SPAN 202)**Percent of time devoted to Latin America:** 50**Distinctions:**

- International Student Excellence Award, Albright College
- Graduate Fellowship, University of Virginia
- University-Wide Seven Society Fellowship for Superb Teaching (semi-finalist), University of Virginia

Heraldo Falconí

Appointed/Rank: 2007; Senior Lecturer in Spanish and Portuguese**Education:** Ph.D., Duke University**Academic Experience:** Graduate Instructor in Spanish, Duke University; Teaching Assistant in Spanish, George Mason University**Research Specialization:** Spanish Language; colonial and early modern literature**Overseas Experience:** Perú**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Coordinator of Spanish 201W; Intermediate Spanish Writing (SPAN 201W), Advanced Oral Proficiency through Cultural Topics (SPAN 202), Intermediate Spanish (SPAN 104), Spanish-American Literature of the Boom Era (SPAN 247), Advanced Conversation (SPAN 207), Introduction to Hispanic Cultural Studies, Maymester on location in Cuzco and Machu Pichu Perú (SPAN 204)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “El retablo de la libertad de Melisendra.” *Hispanic Culture Review*, 1996.
- “Exilio e identidad.” *Revista de Ateneo Puertorriqueño*, 1995.

Distinctions:

- Katherine Stern Dissertation Fellowship
 - Duke University Graduate School International Research Travel Award
 - Duke University Center for Latin American Studies Tinker and Mellon Graduate Students Research Grant
 - Duke in Madrid Fellowship for Research Abroad
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Earl E. Fitz

Appointed/Rank: 1998; Professor of Portuguese, Spanish, and Comparative Literature**Education:** Ph.D., The City University of New York, 1977**Academic Experience:** Director of the Comparative Literature Program 2000-2006; Professor, Pennsylvania State University 1978-1998; Assistant Professor Dickinson College, 1977-1978**Research Specialization:** Luso-Brazilian, Spanish American, Inter-American, and Comparative Literature**Overseas Experience:** Brazil, Argentina**Languages (5=Native, 1=Beginner):** Portuguese – 4; Spanish – 4; French – 3; German – 1**Relevant Courses:** Brazilian Literature through 19th Century (PORT 232), Portuguese Composition (PORT 201), Special Topic in Hispanic Literature: Modern Latin American Poetry (SPAN 294-1), Modern Brazilian Literature, (PORT 233), Special Topic: Writings of Machado, Clarice, Pessoa (PORT 294), Comparative Methodology (PORT 351), Special Study: Brazilian Literature (PORT 398), Special Topic in Hispanic Literature: Literary Translation, (SPAN 294-3), Spanish American Brazilian Literature I/II, (SPAN 341/2), Comparative Methodology (SPAN 351)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- “Inter-American Literature: A Concise History.” *The Scholar Collection*, 2012.
- *Maiden and Modest: A Renaissance Pastoral Romance*, Bernardim Ribeiro, editor, translated by G. Rabassa, *Tagus Press at Umass Dartmouth*, 2012.
- “Salvador da Bahia and Rio de Janeiro: An Inter-American Perspective,” Lead essay in a special issue of *Review: Literature and Arts of the Americas*, 2011.
- “The On-Going Reception of Machado de Assis in the United States: Is the Third Time the Charm?” *Brasil/Brazil*, 2009.

Distinctions:

- Distinguished Alumni Board, University of Iowa Department of Spanish and Portuguese, 2012-present
- Modern Language Association appointment to Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature Selection Committee, 2010-2013
- Jacque Voegeli Fellow and co-director of the 2000-2001 Fellows Program, Robert Penn Warren Center for the Humanities

Edward Friedman

Appointed/Rank: 2000; Chancellor's Professor of Spanish and Comparative Literature**Education:** Ph.D., Johns Hopkins University, 1974**Academic Experience:** Director of the Robert Penn Warren Center for the Humanities 2008-present; Professor, Indiana University 1992-2000; Professor, Arizona State University 1986-1989**Research Specialization:** Golden Age literature; Comparative Literature**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 1; Italian – 1**Relevant Courses:** Development of Short Story (SPAN 260)**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *The Labyrinth of Love. Inspired by El laberinto de amor Miguel de Cervantes.* Juan de la Cuesta, 2013.
- *Crossing the Line: A Quixotic Adventure in Two Parts.* Juan de la Cuesta, 2012.
- "Lope de Vega's *La dama boba* and the Construction of Comedy." *Bulletin of Spanish Studies*, 2013.

Distinctions:

- Research Scholar Grant, Vanderbilt University, 2011, 2010, 2005, 2004
- Fulbright Lecturing/Research Grant to Madrid, Spain, 2010
- Harry Ransom Center Research Fellowship, University of Texas at Austin, 2008
- NEH Grant to direct Summer Seminar for High School Teachers, 2003
- Editor, *Bulletin of the Comediantes*, 1999-present

Victoria Cardeñosa Gardner

Appointed/Rank: 2006; Senior Lecturer in Spanish and Portuguese**Education:** Ph.D., Boston College, 2009**Academic Experience:** Instructor, University of Maryland, 2004-2006; Teaching Fellow, Boston College, 2000-2002; Instructor, Weber State University, 1998-2000; Graduate Assistant, University of Hawaii, 1996-1998; Teacher, Charles County Maryland Schools, 1990-1996; Teacher, Baldwin Middle School, 1989-1990**Research Specialization:** Spanish Language; masculinity studies, hegemonic masculinities in imperial Spain; Baroque studies**Languages (5=Native, 1=Beginner):** Spanish – 4; English – 4; Italian – 2; French – 1**Relevant Courses:** Elementary Spanish I (SPAN 101), Intensive Elementary Spanish (SPAN 103), Intermediate Spanish (SPAN 104), Intermediate Spanish Writing (SPAN 201W), Spanish and Oral Communication through Cultural Topics (SPAN 202), Introduction to Spanish and Spanish American Literature (SPAN 203)**Percent of time devoted to Latin America:** 25

Chalene Helmuth

Appointed/Rank: 2003; Senior Lecturer in Spanish, Coordinator of Spanish for True Beginners (SPAN 100)**Education:** Ph.D., University of Kentucky, 1991**Academic Experience:** Faculty Head of Sutherland House, The Ingram Commons 2007-present; Associate Professor, 1995-2002, Supervisor of Service Learning Program 1998-2002, Faculty Director of Centre-in-México 2001, Director of Apprenticeships Abroad 2000-2001, Chair of Spanish Program, 1998-2000, Centre College**Research Specialization:** Contemporary Latin American literature; identity and narrative; U.S. Latina cultural production; incarceration and U.S. immigrant communities; feminism in Costa Rican literature**Overseas Experience:** Costa Rica**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** VISAGE Costa Rica: Global Citizenship and Service (INDS 270A), Contemporary Spanish American Literature (SPAN 236), Intensive Elementary Spanish (SPAN 103), Intermediate Spanish (SPAN 104), Intermediate Spanish Writing (SPAN 201W)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *The Culture and Customs of Costa Rica*. Greenwood Press, 2000.
- “El género sexual en la obra de Carlos Fuentes: una excepción a lo postmoderno.” In *Me gustas cuando callas... Los escritores del “Boom” y el género sexual*, edited by A. L. Sierra, 2002.
- “Desenmascarando a las mujeres del teatro español del Siglo diecisiete.” Translation; written by M. B. Daniels. In *El texto puesto en escena: Estudios sobre la comedia del Siglo de Oro en honor a Enerett Hersse*, edited by B. Mujica and A. K. Stroll, 2000.

Distinctions:

- Invited to present “Facilitating Interdisciplinary Collaboration and Team-Teaching,” Centre College Mellow Conference, 2013
- Venture Fund Grant, Vanderbilt University, 2010
- Faculty Director for VISAGE program in Costa Rica dealing with Tourism, Civic Engagement, and Social Corporate Responsibility, 2008-present

Clint Hendrix

Appointed/Rank: 2006; Senior Lecturer, Coordinator of Intermediate Spanish 104**Education:** Ph.D., University of Kansas**Academic Experience:** Coordinator and Instructor of Distance Learning Courses, University of Kansas 2005-2006; Graduate Teaching Assistant, University of Kansas 2003-2005; Visiting Instructor and Co-coordinator of Basic Spanish, Miami University 1998-2002; Instructor, American Union Academy 1997**Research Specialization:** Spanish American vanguardism, literary theory, travel literature, and hybridity as related to genre and gender**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 2**Relevant Courses:** Intermediate Spanish, (SPAN 104), Spanish Grammar and Composition (SPAN 201-W), Basic and Intermediate Spanish Language (SPAN 101, SPAN 102, SPAN 104)**Percent of time devoted to Latin America:** 50**Recent Presentations:**

- “Regendering the Intellectual in the Aftermath of the Mexican Revolution in Antonieta Rivas Mercado's *El que huía*.” Presented at *2nd Annual Graduate Student Conference: Approaches to Hispanic and Lusophone Studies in the New Millennium*, Miami University, 2003.

Distinctions:

- Robert Granberg Award for Excellence in Teaching, University of Kansas, 2004
- Supplementary Fellowship, Department of Spanish and Portuguese, University of Kansas, 2003-2005
- Andrew Debicki First Year Graduate Fellowship, University of Kansas, 2002
- L.P. Irvin Essay Award, Department of Spanish and Portuguese, Miami University, 2000

Ruth Hill

Appointed/Rank: 2012; Andrew W. Mellon Chair in the Humanities; Professor of Spanish**Education:** Ph.D., University of Michigan, 1994**Academic Experience:** Professor, University of Virginia 1996-2012; Assistant Professor, Columbia University 1994-1996; Visiting Professor: University of Pennsylvania 2009, University of Massachusetts-Amherst, Salamanca Program 2002**Research Specialization:** Critical histories of science, race, and class from the early modern period to the 20th century, with particular emphasis on the transamerican and transatlantic engagements of the social and life sciences**Overseas Experience:** Argentina, México, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4, Portuguese – 2, French – 2, Italian – 2, Latin – 2**Relevant Courses:** Contemporary Latin American Literature (SPAN 236), Special Topic in Hispanic Literature: Identity in the Americas (SPAN 294-2), Latin American Short Story (SPAN 260); Special Topic in Spanish American Literature: *Mestizaje* Otherwise (SPAN 389-2)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Hierarchy, Commerce, and Fraud in Bourbon Spanish America: A Postal Inspector's Exposé*. Vanderbilt University Press, 2005.
- Editor, *Categories and Crossings: Critical Race Studies and the Spanish World*, special issue of *Journal of Spanish Cultural Studies*, 2009.
- "Primeval Whiteness: White Supremacies, (Latin) American History, and the Transamerican Challenge to Critical Race Studies," in *Teaching and Studying the Americas: Engaging Cultural Influences from Colonialism to the Present*, edited by M. Emerson, C. Levander, and A. Pinn, 2010.

Distinctions:

- Funded member of The Hispanic Baroque: Complexity in the First Atlantic Culture, a seven-year, multi-million-dollar Major Collaborative Research Initiative of the Canadian Social Sciences and Humanities Research Council, 2007-present
 - Sesquicentennial Fellowship, University of Virginia, 2011-12
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Cathy Jade

Appointed/Rank: 1987; Chancellor's Professor of Spanish; Chair, Department of Spanish and Portuguese**Education:** Ph.D., Brown University, 1974**Academic Experience:** Associate Professor, Indiana University 1976-1987; Assistant Professor, Virginia Polytechnic Institute and State University 1975-1976**Research Specialization:** Latin American Poetry, Modernism**Overseas Experience:** Nicaragua, Perú, México**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 1**Relevant Courses:** Contemporary Spanish American Literature (SPAN 236), Special Topic in Spanish American Literature: Fin de Siecle (SPAN 389-1S)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Delmira Agustini, Sexual Seduction, and Vampiric Conquest*. Yale University Press, 2012.
- *Poetics of Hispanism*. Iberoamericana-Vervuert, edited with C. Karageorgou, 2012.
- "Amantes Muertos y Otras Visiones Aterradoras: Cómo Agustini Rescribe a Darío." In *Heterodoxias y disidencias sexuales en el Modernismo hispanico*, *Revista Internacional d'Humanitats*, 2012.
- "Modernismo." *Princeton Encyclopedia of Poetry and Poetics: Fourth Edition*, edited by R. Greene, 2012.

Distinctions:

- Elected to the Executive Committee of the Association of Departments of Foreign Languages, 2008-2012
- Awarded a CLAS Faculty Curriculum Development Grant, 2007
- Named Joseph G. Astman Distinguished Scholar by Hofstra University, 2006
- Awarded NEH Faculty Fellowship for "Delmira Agustini: A Modernista on her Own Terms"
- Appointed to Advisory Board of Penn State Romance Studies, 2005

Christina Karageorgou-Bastea

Appointed/Rank: 2002; Assistant Professor of Spanish**Education:** Ph.D., El Colegio de México, 1998**Academic Experience:** Director of Graduate Studies 2008-present; Postdoctoral research, University of London 2001; Visiting Assistant Professor, Cornell University 2000-2001; Instructor, Department of Romance Languages & Literatures, Harvard University 1998-2000**Research Specialization:** Spanish avant-garde, Federico García Lorca, 20th century Mexican and Latin American poetry and visual arts**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Contemporary Lyric Poetry, (SPAN 237), Theory and Practice in Drama, (SPAN 281), Poetry, Music, Visual Arts, (SPAN 294), Literary Analysis and Theory (SPAN 301), Development of Short Story (SPAN 260)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *(En) el nombre de: Tirano Banderas y trauma cultural*. Ediciones del Orto, in press 2013.
- *Poetics of Hispanism*. Iberoamericana Vervuert, edited with C. L. Jrade, 2013.
- *Arquitectónica de voces: Federico García Lorca y el Poema del cante jondo*. El Colegio de México, 2008.
- “Villaurrutia’s Poetics of the Flesh.” *Ghosts of the Mexican Revolution*, edited by E. Segre, 2013.
- “Transatlantic Crossings: Don Álvaro as a Threshold.” *Bulletin of Latin American Research*, edited by E. Kefala, 2011.

Distinctions:

- Fellow, Robert Penn Warren Center for the Humanities, Vanderbilt University, 2008-2009
- Center for the Americas Grant, “Poetry and Poetics of Hispanism from the Perspective of the Twenty-first Century” with C. Jrade, 2009

Alicia Lorenzo

Appointed/Rank: 2004; Senior Lecturer in Spanish and Portuguese**Education:** A.B.D., Universidad de Valladolid**Academic Experience:** Spanish Instructor, Fisk University (as part of Vanderbilt appointment); Middlebury College Faculty for Summer Immersion Program 2007- 2009; Instructor, Wake Forest University 2002; Spanish 3 Director, University of Missouri at Columbia 1997-2002; Instructor, Iowa State University 1994-1997; Instructor, Des Moines Area Community College 1995-1997; Instructor, Universidad de Valladolid 1987-1994**Research Specialization:** Spanish Language teaching and Hispanic Philology**Overseas Experience:** Spain**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Spanish for True Beginners (SPAN 100), Elementary Spanish I (SPAN 101), Intermediate Spanish (SPAN 104), Intermediate Spanish Writing (SPAN 201)**Percent of time devoted to Latin America:** 75**Distinctions:**

- Reader of College Board’s 2005 AP Spanish reading 2008-2009

William Luis

Appointed/Rank: 1991; Chancellor's Professor of Spanish; Director of the Latino and Latina Studies Program**Education:** Ph.D., Cornell University, 1980**Academic Experience:** Professor of English 2001-present; Affiliated Faculty with Department of African American & Diaspora Studies 1995-present; Associate Professor, S.U.N.Y. at Binghamton 1989-1991; Associate Professor, Dartmouth College, 1980-1988**Research Specialization:** Latin American literature and Caribbean studies**Overseas Experience:** Dominican Republic, Colombia, Spain, México, Cuba**Languages (5=Native, 1=Beginner):** Spanish – 5; French – 3**Relevant Courses:** Afro-Hispanic Literature (SPAN 244), Spanish American Literature of the Post Boom (SPAN 248), Special Topics: Blacks and Slaves in Cuban Narrative (SPAN 389), Special Topics: Caribbean Literature (SPAN 389), Special Topics: Latino U.S. Literature (SPAN 398)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- *The American Poet: Essays on the Works of Tato Laviera*. Edited with S. Álvarez, Centro, 2013.
- *Looking Out, Looking In: Anthology of Latino Poetry*. Arte Público Press, 2013.
- *Bibliografía y antología crítica de las vanguardias literarias del Caribe: Cuba, Puerto Rico, República Dominicana*. Madrid: Iberoamericana, 2010.
- "Afro-Latino Literature and Identity." In *Routledge Companion to Latino/a Literature*, edited by S. Bost and F. Aparicio, 2012.
- "Blacks, Revolution, and the Writing of Guillermo Cabrera Infante's *Tres tristes tigres*." Keynote Speech at the III International Conference on Afro-Hispanic, Luso-Brazilian and Latin American Studies, Accra, Ghana, 2011.

Distinctions:

- Editor, Afro-Hispanic Review, the leading interdisciplinary journal featuring issues of race in Spanish America (Vanderbilt)
- Guggenheim Fellowship, 2012-2013
- University Research Grant, Vanderbilt University, 2008 and 2013
- 2nd Vice-Chair of the Nashville Area Hispanic Chamber of Commerce, 2011
- Recipient of the Distinguished Guest Award for Outstanding Contributions to Vanderbilt University, 2009

Patrick Murphy

Appointed/Rank: 2005; Senior Lecturer, Coordinator of Spanish 103**Education:** M.A., University of Tennessee, Knoxville, 1999**Academic Experience:** Lecturer, University of Tennessee 1999-2001, 2003-2005; Instructor, Maryville College 2001-2003**Research Specialization:** Spanish Language, major and minor advising; leads student groups to Cuba**Overseas Experience:** Nicaragua, México, Cuba**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Spanish for True Beginners (SPAN 100); Elementary Spanish I (SPAN 101); Spanish for Reading and Translation (SPAN 101G); Elementary Spanish II (SPAN 102); Intensive Elementary Spanish (SPAN 103); Spanish for Translation and Interpretation (SPAN 213); Intermediate Spanish (SPAN 104); Intensive Spanish (SPAN 200)**Percent of time devoted to Latin America:** 100**Distinctions:**

- Faculty VUceptor in the Vanderbilt Visions program
- Textbook reviewer, Heinle Cengage Learning, *Viajes* 2010, 2011
- Graduate Teaching Assistantship, University of Tennessee, 1999
- Cultural Participant, Secretary of Public Education, Puebla, México, 1996

N. Michelle (Shepherd) Murray

Appointed/Rank: 2010; Assistant Professor of Spanish**Education:** Ph.D., Stony Brook University, 2010**Academic Experience:** Affiliated Faculty, Women's and Gender Studies 2010-present; Andrew W. Mellon Assistant Professor of Spanish 2010-2012; Teaching Assistant, Stony Brook University 2005-2010**Research Specialization:** Contemporary Spanish literature, film, and culture**Languages (5=Native, 1=Beginner):** Spanish – 4; Catalan – 1; French – 2; Portuguese – 2**Relevant Courses:** Immigration and Nationalism in European Cinema (SPAN 115F-2), Introduction to Spanish and Spanish-American Literature (SPAN 203), Images of the City in Literature and Art (SPAN 294)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Domesticity, Motherhood and Transnational Reproductive Work in Contemporary Latin American Immigration to Spain.” In *Theorizing the Ibero-American Atlantic*, edited by H. Braun, K. Hooper, and L. Vollendorf, co-authored with D. Flesler, in press 2013.
- “Documenting Domesticity in Aguaviva and Extranjeras.” *Crossings: Journal of Migration and Culture*, 2012.
- “Gender in the Historical Novel, Guatimotzín, Último Emperador de México.” *Culture as Text, Text as Culture*, 2010.

Distinctions:

- Hartog Travel Grant, Women's and Gender Studies, Stony Brook University, 2010
- W. Burghardt Turner Fellowship, Stony Brook University, 2005-2010
- Award for Excellence in Teaching, Hispanic Languages and Literature, Stony Brook University, 2009

Elena Olazagasti-Segovia

Appointed/Rank: 1984; Senior Lecturer in Spanish and Portuguese**Education:** Postdoctoral Studies, University of Coimbra, Portugal; Ph.D., University of Río Piedras, Puerto Rico**Academic Experience:** Assistant Professor, University of Río Piedras, Puerto Rico 1977-1983**Research Specialization:** Contemporary Latin American literature and film, twentieth century peninsular women novelists, Caribbean and Puerto Rican literature and culture; Service-learning**Overseas Experience:** Puerto Rico, Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 3; Italian – 2**Relevant Courses:** Advanced Conversation through Cultural Issues in Film (SPAN 208), Latino Immigration Experience (SPAN 243)**Percent of time devoted to Latin America:** 50**Recent Publications:**

- “When the Unspoken Subject Means Repression: María Luisa Bemberg's Adaptation of Julio Llinás' ‘De eso no se habla’.” In *Telling Tales: Filmic Re-visions of Twentieth-Century Fiction*, edited by S. Stoddart.
- “A Second Language Acquisition, Academic Service-Learning, and Learners Transformation.” In *Juntos: Community Partnerships in Spanish and Portuguese*, edited by J. Hellebrandt, J. Arries, L. Verona, 2003.
- “Madres e hijas, según Judith Ortiz Cofer y Esmeralda Santiago,” *Selected Papers from Latina Visions for Transforming the Americas*, Women's Studies Program, Southern Connecticut State University, 2000.

Distinctions:

- The *Orgullo Hispano* Award given by Conexión Américas, Nashville, 2008
- Venture Fund, Summer 2007
- Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, 2007
- Faculty Leadership in Service Learning Award, 2003
- Winner, the Harriet S. Gilliam Excellence in Teaching Award, 1997

Emanuelle Oliveira-Monte

Appointed/Rank: 2002; Associate Professor of Luso-Brazilian Literature**Education:** Ph.D., UCLA, 2001**Academic Experience:** Assistant Professor of Portuguese, University of Missouri 1999-2002**Research Specialization:** Brazilian Literature and Cinema and Afro-Brazilian Literature**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5; Spanish – 4**Relevant Courses:** Freshman Seminar: Exploration of Brazilian Culture (PORT 115F), Intermediate Portuguese (PORT 200), Portuguese Conversation, (PORT 202), Brazilian Pop Culture (PORT 203), Intro to Luso-Brazilian Literature (PORT 205), Brazilian Culture (PORT 225), Seminar: Novissima Prosa Brasileira (PORT 385)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Writing Identity: the Politics of Contemporary Afro-Brazilian Literature*. Purdue UP, 2008.
- “Performance de Raça, Classe e Gênero no Ônibus 174.” In *Representações de Gênero no Cinema Brasileiro*, edited by M. Adelman, 2009.
- “An Ethic of the Esthetic: Racial Representations in Brazilian Cinema Today.” *Vanderbilt EJournal of Luso-Hispanic Studies*, 2008.
- “Crime e Castigo em Dois Documentários: Representações Raciais em Perspectiva Comparada.” [Crime and Punishment in Two Documentaries: Racial Representations in Comparative Perspective]. *Literatura, Crítica e Cultura II [Literature, Criticism and Culture]*, edited by V. L. Lage, 2008.

Distinctions:

- Organizer of “Human Rights in Brazil,” a joint conference with Tulane University, 2010
- Discovery Summer Grant, College of Arts & Science, Vanderbilt University, 2003 and 2005

Amarillis Ortiz

Appointed/Rank: 2008; Lecturer in Spanish and Portuguese**Education:** Ph.D., Vanderbilt University, 2004**Academic Experience:** Faculty VUceptor 2008-2009; Instructor, Nashville State Community College, Nashville, Tennessee 2006-2007; Teaching Assistant 1991-1997; Teaching Assistant, State University of New York at Binghamton 1990-1991**Research Specialization:** Spanish Language, translation and interpretation**Overseas Experience:** Dominican Republic**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Spanish Conversation (SPAN 208), The Spanish Language (SPAN 209)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- Edited Novel *La otra cara del amor*, by Efraín Ortiz Ortiz, Santo Domingo, Dominican Republic. In *Editorial Pérez Sena*, 2007.
- “La muerte en la obra póstuma de Pablo Neruda: un modo más de estar con Quevedo.” *Mester*, 1994.

Distinctions:

- Spanish Reviewer McGraw-Hill Digital Learning, Nashville, Tennessee
- Edited McGraw-Hill’s Spanish translation of Yearly progress Pro (Math), computer-based program for monitoring students’ progress in math, 2005-2006
- Dissertation Enhancement Award, Vanderbilt University, 1996

Carolina Palacios

Appointed/Rank: 2008; Lecturer, Coordinator of Spanish for True Beginners 100 and Elementary Spanish I 101**Education:** Ph.D., University of Tennessee, Knoxville, 2007**Academic Experience:** Graduate Teaching Associate in Spanish, University of Tennessee, Knoxville 2000-2006; Teaching Assistant in Spanish, Union College 1999**Research Specialization:** 20th century Latin American Theater**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 2**Relevant Courses:** Spanish for True Beginners (SPAN 100), Elementary Spanish I (SPAN 101), Elementary Spanish II (SPAN 102), Spanish Oral Communication through Cultural Topics (SPAN 202), Introduction to Hispanic Literature (SPAN 203)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “La Serrana de la Vera” de Vélez de Guevara y el Romanticismo incipiente. *Romance Notes*, 2008.

Distinctions:

- Invitation to represent Tennessee Foreign Languages Teaching Association (TFLTA) at the Central States Conference on the Teaching of Foreign Languages in 2014 with travel award, 2013
- Conference presentation at the TFLTA selected as “Best of Tennessee,” 2012
- Graduate Student Travel Award, University of Tennessee, Knoxville, 2006
- Modern Foreign Languages and Literatures Teaching Recognition, University of Tennessee, 2005

Maria Paz Pintané

Appointed/Rank: 2010; Senior Lecturer and Director of Undergraduate Studies, Spanish and Portuguese**Education:** Ph.D., Vanderbilt University, 2004**Academic Experience:** Instructor, University of Rhode Island 2000-2003**Research Specialization:** XVIII and XIX century Spanish literature, Spanish theatre, Latin-American Literature, and advanced conversation**Overseas Experience:** Spain**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Introduction to Spanish and Spanish American Literature (SPAN 203), Spanish for Oral Communication through Cultural Topics (SPAN 202)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *Mosaico, a book of poems by Emilio Prados*. Editorial Calambur, edited with C. Maurer and A. M. Connor, 1998.
- “Chocolate Storm/Tormenta de Chocolate (Poem), Traducciones Maria Paz Pintane” and “Portrait With Movement/Retrato con Movimiento (Poem), Traducciones Maria Paz Pintane.” By E. Biagini, in *Sirena: Poesia, Arte y Critica*. 2005.

Philip Rasico

Appointed/Rank: 1994; Professor of Spanish and Catalan**Education:** Ph.D., Indiana University, 1981**Academic Experience:** Director of Undergraduate Studies, Department of Spanish and Portuguese 1986-1996, 2000-2001; Assistant Professor of Spanish, University of New Hampshire 1982-1984; Visiting Assistant Professor of Spanish and Catalan, Indiana University 1981-1982**Research Specialization:** Spanish and Romance Linguistics; Catalan Language and History; Ibero-Romance Philology**Overseas Experience:** Iberia, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 4; Catalan – 4; Portuguese – 2**Relevant Courses:** Spanish Morphology and Syntax (SPAN 218), Spanish Dialectology (SPAN 214), Spanish Phonology (SPAN 216), History of the Spanish Language (SPAN 219)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- “Josep Moran i l’edició de textos catalans antics.” In *Josep Moran: de la història de la llengua a l’onomàstica*, edited by À. Massip and J. A. Rabella, 2013.
- “La llengua catalana en documents feudals de rancures i querimònies (segles XI-XII).” *eHumanista/IVITRA*, 2012.
- “Joan Corominas, Mendoza y el Instituto de Lingüística de la Universidad Nacional de Cuyo, 1939-1946.” *Anales del Instituto de Lingüística de la Universidad Nacional de Cuyo*, 2011.
- “Algunes reflexions entorn dels Estudis de toponímia catalana i l’Onomasticon Cataloniae de Joan Coromines.” In *Miscel·lània in Memoriam Alfons Serra i Baldó (1909-1993) en el centenari del seu naixement*, edited by L. Anoll et al., 2011.

Distinctions:

- Elected Honorary Member of the Societat Històrico-Arqueològica “Martí i Bella” (Spain), 2012
- Vanderbilt University Central Research Scholar Grant, 2008-2009
- Vice-President, Associació Internacional de Llengua i Literatura Catalanes, 2003-2009
- Elected Corresponding Member of the Reial Acadèmia de Bones Lletres de Barcelona, 2004
- Elected Member of the Advisory Board, Societat Cultural Urgel·litana, 2003
- Elected Vice-President of the Associació Internacional de Llengua i Literatura Catalanes, 2003

Raquel Rincón

Appointed/Rank: 1998; Senior Lecturer in Spanish and Portuguese**Education:** M.A., University of Oregon, 1998**Academic Experience:** Spanish Faculty Advisor, McTyeire International House and Living Learning Language Center 2008-present**Research Specialization:** Integrating popular contemporary Spanish music for enhancing learning in the classroom**Overseas Experience:** Colombia, Perú**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Coordinator of Intermediate Spanish Writing (SPAN 201W), Intermediate Spanish (SPAN 104)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Recent Developments in Faculty Hiring and Promotion at American Universities.” Guest Lecturer, Universidad Cooperativa de Colombia, 2006.
- “Enhancing Spanish Creative Writing through Contemporary Popular Music.” Paper presented at 25th Annual Cincinnati Conference on Romance Languages and Literatures, University of Cincinnati, Ohio, 2005.

Distinctions:

- Reader, AP Spanish Examinations for College Board Advanced Placement Program, 2007-2012

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Waldir Sepúlveda

Appointed/Rank: 2007; Senior Lecturer in Spanish and Portuguese**Education:** M.A., Pontificia Universidad Javeriana, Medellín, Colombia; B.S. in Human and Organizational Development, minor in Latin American Studies, Vanderbilt University**Academic Experience:** Site Director of the Managua, Nicaragua, Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE) group; worked with the Center for Teaching to develop the pilot program of VISAGE; Senior Lecturer of Spanish; English Teacher, Centro Colombo Americano, Medellín, Colombia**Research Specialization:** Spanish Language**Overseas Experience:** Colombia, Nicaragua**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3**Relevant Courses:** Intermediate Spanish teacher and coordinator (SPAN 104), Spanish Conversation (SPAN 202), Spanish Writing (SPAN 201)**Percent of time devoted to Latin America:** 100**Distinctions:**

- Centro Colombo Americano, Medellín, Colombia, grant equal to half of the tuition to complete an M.A. in education while working at the English Institute full time
- Vanderbilt University, recruited and trained by the Posse Foundation in New York City to receive a full scholarship to complete a B.S. in Human and Organizational Development and a minor in Latin American Studies at Vanderbilt University

Benigno Trigo

Appointed/Rank: 2004; Professor of Latin American Literature and Director of Graduate Studies**Education:** Ph.D., Yale University, 1992**Academic Experience:** Associate Professor of Hispanic Languages and Literature, Stony Brook University 1998-2004; Assistant Professor of Spanish and Portuguese, University of Texas, Austin 1993-1998**Research Specialization:** 19th-century Latin American literature; literary theory; modernism, psychoanalysis; Puerto Rican studies; women's writing**Overseas Experience:** Puerto Rico**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Spanish American Literature (SPAN 235), Literature and Medicine (SPAN 274), Latina and Latin American Women Writers (SPAN 275), Special Topic in Spanish American Literature: Colonial Pathologies (SPAN 389-1F)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Kristeva's Fiction*. SUNY Press (editor), 2013.
- "Anorexia as Idealization; Clemente Pereda's Protest Fast (Puerto Rico, 1934)." *Hispanic Review*, under review, 2013.
- "Clemente Pereda: el gran ayunador; Entrevista a Clemente Pereda Berrios." *Exégesis*, Recinto de Humacao de la Universidad de Puerto Rico, under review, 2013.
- "Walking Backwards to the Future." In *Cosmos and Colonialism: Alexander von Humboldt in Cultural Criticism*, edited by R. Clark and O. Lubrich, 2012.
- "Colonial Sublimations of a Noir Eros; On Edgardo Rodríguez Juliá's Police Novels." *Caribe; Revista de cultura y literatura*, 2009-2010.

Distinctions:

- Research Scholar Fellowship, Vanderbilt University, 2013
- American Council of Learned Societies Fellowship Award, 2012 and 2008
- National Endowment for the Humanities Fellowship Award, 2008

Cynthia Wasick

Appointed/Rank: 1993; Senior Lecturer in Spanish and Portuguese**Education:** A.B.D., University of Wisconsin-Madison, Certificate, Diputacio de la Generalitat de Catalunya**Academic Experience:** Resident Director, Vanderbilt-in-Spain 2001-2002, 1996-2000; Instructor, University of Wisconsin Madison 1990-1993; Instructor, Madison Area Technical College 1986-1990**Research Specialization:** Lexicographer, Spanish Language for Professions, Spanish Linguistics, Spanish Civilization and Cultural Studies**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; German – 3; Catalan – 3; Italian – 3; French – 3; Arabic – 1; Chinese – 1; Latin – 1**Relevant Courses:** Spanish for Legal Professions (SPAN 211), Phonology (SPAN 216), Spanish for Business and Economics (SPAN 206), Advanced Conversation (SPAN 207), Intermediate Spanish (SPAN 104), Spanish Civilization (SPAN 221), The Contemporary Novel (SPAN 240)**Percent of time devoted to Latin America:** 15**Recent Publications:**

- “Espejo de medicina” and “Lilio de Medicina.” Textos y Concordancias electrónicas del *Corpus Médico Español*, with E. Ardegmani and J. Cull, Madison, 1997

Andrés Zamora

Appointed/Rank: 1998; Associate Professor of Spanish and Portuguese**Education:** Ph.D., University of Southern California, 1994**Academic Experience:** Director of Graduate Studies 1999-2005 and 2011-2013, Director of Vanderbilt-in-Spain 2002-2004 and 2009-2010; Invited Professor, University of Massachusetts Summer Program in Salamanca 2004; Visiting Assistant Professor of Hispanic Languages and Literatures, University of Pittsburgh 1997-1998; Assistant Professor of Foreign Languages 1992-1998 and Director of Program in Salamanca, Spain, Lebanon Valley College 1995-1997**Research Specialization:** 18th, 19th, and 20th century Spanish literature and Cervantes**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Development of the Novel, (SPAN 239), Literary Analysis and Theory (SPAN 301), Special Study: Spanish American Literature, (SPAN 398), The Contemporary Novel (SPAN 240)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- “Post-National” Spain: *Film Studies (On and Beyond the Cruel Boundaries of the Motherland)*. Submitted for publication 2013.
- “Taumaturgias históricas. La invención de América en *Ultima Tule*.” Alfonso Reyes, edited by I. Sánchez Prado and A. Barili, 2011.
- “La violencia en la imaginación española de Rafael Azcona.” *La Plata lee a España. Literatura, cultura, memoria*, 2010.
- “Perversiones españolas del Holocausto. *Tras el cristal* de Agustí Villaronga.” *Letras Peninsulares*, 2010.
- “Animismos domésticos en Juan José Millás, o cómo amueblar inquietantemente, milenariamente, una novela.” *Arbor*, 2010.
- “A Vindication of the Spanish Mother. Maternal Images in the Filmic Make-over of the Nation.” *Studies in 20th and 21st Century Literature*, 2009.

Distinctions:

- Study Abroad Committee, 2011-2012, AXLE (Achieving Excellence in Liberal Education) Implementation Committee, 2008-2009, Vanderbilt University
- Project coordinator, digitization and placement on-line of course materials for Spanish 204, Introduction to Hispanic Cultural Studies (Spain), Summer 2002
- Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching, 2001

John Johns

Appointed/Rank: 1976; Associate Professor of Guitar, Blair School of Music

Education: M.S., Peabody College, Vanderbilt University, 1979

Academic Experience: Chair of the Guitar and Harp Department 1980-present

Research Specialization: Brazilian guitar; music of Villa-Lobos

Overseas Experience: Brazil

Percent of time devoted to Latin America: 25

Recent Performances:

- WPLN-FM Public Radio, Nashville: solo recital, “Live from Studio C” celebrating the program’s 10th anniversary, 2008

Distinctions:

- Day on Campus Series, J. Rice Director, performed solo and chamber music with informal comments to elementary school children from Davidson County, 1990-1997
- Devised Turner Series (with Assistant Dean H. Nicar), an outreach program for Allen County School System, Scottsville, KY, featuring ensembles from the Blair School, 1992

Helena Simonett

Appointed/Rank: 2000; Assistant Professor of Latin American Studies and Musicology and Ethnomusicology, Blair School of Music; Associate Director, Center for Latin American Studies

Education: Ph.D., UCLA, 1997

Academic Experience: FLAS Coordinator 2008-present; Adjunct Assistant Professor of Music Literature and History 2000-present; Visiting Professor, University of Zurich 1999

Research Specialization: Latin American Music; Ethnomusicology: role of religious ceremonies and music to defy the ongoing mestizoization of Indian life in Northwest México; banda and music of the Mexican borderlands

Overseas Experience: México

Languages (5=Native, 1=Beginner): Spanish – 4; Portuguese – 1 German – 5; French – 2

Relevant Courses: Music of Latin America and the Caribbean (MUSL 250), Protest Music in Latin America (LAS 231), Culture and Music in the Mexican Borderlands (LAS 330)

Percent of time devoted to Latin America: 100

Recent Publications:

- *The Accordion in the Americas: Klezmer, Polka, Tango, Zydeco, and More!* Illinois University Press, editor and coauthor, 2012.
- *Ca'anáriam: Hobre que no hizo fuego.* Instituto Sinaloense de Cultura (ISIC), Gobierno del Estado de Sinaloa, coauthor with B. E. López, 2012.
- “‘La vuelta al mundo en 80 tambores’: reflexiones sobre músicas migrantes.” In *Músicas migrantes: la movilidad artística en la era global*, edited by M. O. Aguilera, 2012.
- “Cantos de venado: New Insights into Mexican Indigenous Performance and Composition Practices.” In *Flower World: Music Archaeology of the Americas/Mundo Florido: Arqueomusicología de las Américas*, vol. 1, edited by M. Stöckli and A. A. Booth, 2012.
- “Re-localized Rap and Its Representation of the Hombre Digno.” In *Transnational Encounters: Music and Performance at the U.S.-México Border*, edited by A. Madrid, 2011.
- “Giving Voice to the ‘Dignified Man’: Reflections on Global Popular Music.” *Popular Music*, 2011.
- “A View from the South: Academic Discourse across Borders.” *Journal of Popular Music Studies*, 2010.

Distinctions:

- Runner-up for the International Association for the Study of Popular Music IASPM–U.S. Chapter Book Award, 2002

Fernando Segovia

Appointed/Rank: 1984; Oberlin Graduate Professor of New Testament and Early Christianity**Education:** Ph.D., Notre Dame, 1976**Academic Experience:** Professor Extraordinary, Stellenbosch University, South Africa 2013-present; Associate Professor of New Testament, Marquette University 1977-1984**Research Specialization:** Latin American and Latino/a religion and theology; Postcolonial and Minority Studies; Liberation theology**Overseas Experience:** Cuba, Nicaragua**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Latin American Biblical Criticism I and II (DIV 3345a and b)**Percent of time devoted to Latin America:** 50**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *The Future of the Biblical Past*. Semeia Studies, Society of Biblical Literature, edited with R. Boer, 2012.
- *They Were All Together in One Place? Toward Minority Biblical Criticism*. Semeia Studies, Society of Biblical Literature, edited with R. C. Bailey, T. B. Liew, 2009.
- *A Postcolonial Commentary on the New Testament Writings*. The Bible and Postcolonialism, T&T Clark International, edited with R. S. Sugirtharajah, 2007.

Distinctions:

- Visiting Scholar, Center for the Study of Latino/a Christianity and Religions, Perkins School of Theology, Southern Methodist University, 2014
- Vanderbilt University Provost's Initiative on Cultural Diversity in the Curriculum Project: "Expanding Theological Studies: The Latin and U.S. Hispanic American Experience"

Cynthia Paschal

Appointed/Rank: 1992; Associate Dean, Associate Professor of Biomedical Engineering, Associate Professor of Radiology and Radiological Services; Vanderbilt University School of Engineering**Education:** Ph.D., Case Western Reserve University, 1992**Academic Experience:** Director of Undergraduate Studies in Biomedical Engineering 2004-2005, 2007-2010**Research Specialization:** MRI techniques; undergraduate service-learning courses in Guatemala**Overseas Experience:** Guatemala**Relevant Courses:** Service Learning in Guatemala (BME 290)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- "Expanding Overseas Study Opportunities for Undergraduate Engineering Students." *Journal of STEM Education*, with C. J. Rowe, K. F. Galloway, 2012.
- "Biomedical imaging education: Safe, inexpensive hands-on learning." *The IJEE Special Issue on Applications of Engineering Education Research* with S. S. Klein, S. P. Brophy, M. J. Aston, 2009.
- "Improved In Vivo Measurement of Myocardial Transverse Relaxation with 3T Magnetic Resonance Imaging." *Journal of Magnetic Resonance Imaging*, with J. G. Cobb, C. B. Paschal, 2009.

Distinctions:

- Vanderbilt University School of Engineering Edward J. White Engineering Faculty Award for Excellence in Service, 2012
- Vanderbilt University School of Engineering Award for Excellence in Teaching, 2004
- Editor's Recognition Award for Distinction in Reviewing, *Radiology* 1994, 1995
- Tau Beta Pi Vanderbilt Engineering Teacher of the Year, 1993-1994

Terry Maroney

Appointed/Rank: 2006; Professor of Law; Professor of Medicine, Health and Society; Director, Social Justice Program

Education: J.D., New York University School of Law, 1998

Academic Experience: Faculty adviser for La Alianza (law student organization); Fellow, University of Southern California Gould School of Law 2005-2006; Furman Fellow, New York University School of Law 2004-2005; Instructor, New York University 2000-2001

Research Specialization: Criminal law, juvenile justice, and the role of emotion in law, drawing heavily on interdisciplinary scholarship

Overseas Experience: Cuba

Languages (5=Native, 1=Beginner): Spanish – 4

Percent of time devoted to Latin America: 25

Recent Publications:

- “The Once and Future Juvenile Brain.” In *Choosing the Future of Juvenile Justice*, edited by F. Zimring and D. Tanenhaus, forthcoming 2014.
- “The Emotionally Intelligent Judge: A New (and Realistic) Ideal.” *49 Court Review*, 2013.
- “The Ideal of the Dispassionate Judge: An Emotion Regulation Perspective.” *Emotion Review*, in press 2013.
- “The Persistent Cultural Script of Judicial Dispassion.” *99 California Law Review* 629, 2011.
- *Adolescent Brain Science after Graham v. Florida*, *86 Notre Dame Law Review* 765, 2011.

Distinctions:

- Co-Director, Social Justice Program, Vanderbilt University Law School
- At-Large Member, Board of Directors Executive Committee, Conexión Américas
- Member, Criminal Justice Program, Cecil D. Branstetter Litigation and Dispute Resolution Program
- Affiliated faculty, Vanderbilt Center for Integrative and Cognitive Neuroscience
- Advisory Committee on Neuroscience and Juvenile Justice, MacArthur Foundation Law and Neuroscience Project, Editorial Board, Series on Youth, Crime, and Justice (NYU Press)
- Hall-Hartman Outstanding Professor Award, Vanderbilt Law School, 2012-2013

Alistair Newbern

Appointed/Rank: 2008; Assistant Clinical Professor of Law

Education: LL.M., Georgetown University Law Center, 2010; J.D., University of California, Berkeley, 2000

Academic Experience: Professor and Director of Civil Legal Assistance Clinic, University of North Carolina School of Law 2006-2008; Teaching Fellow and Supervising Attorney, Georgetown University Law Center’s Appellate Litigation Program 2004-2006

Research Specialization: Access to the courts for underrepresented litigants

Languages (5=Native, 1=Beginner): Spanish – 4

Percent of time devoted to Latin America: 10

Recent Publications:

- “Teaching Clinical Education Values Across Generations.” *Clinical Law Review*, with E. Suski, forthcoming, 2013.
- “Mind the Gap: Generational Issues in Supervision.” Presentation to Tennessee Alliance for Legal Services Equal Justice University, 2012.
- Comment, *Good Cop, Bad Cop: Federal Prosecution of State-Legalized Medical Marijuana Use after United States v. Lopez*, 88 CALIF. L.REV. 1575, 2000.

Distinctions:

- Faculty Advisor for the American Constitution Society and Law Students for Social Justice, present
- Commissioner, Metro Nashville Human Relations Commission, 2012-present
- Chair, Nashville for All of Us, 2011-present
- Board Member, Tennessee Justice for Our Neighbors, 2011-present

Michael Newton

Appointed/Rank: 2009; Professor of the Practice of Law; Director, Vanderbilt-in-Venice Program**Education:** J.D., The University of Virginia School of Law, 1990; LL.M., The Judge Advocate General's School, 1996; LL.M., The University of Virginia School of Law, 2001**Academic Experience:** Associate Professor, U.S. Military Academy Department of Law, West Point 2002-2005; Professor of International and Operational Law, The Judge Advocate General's School 1996-1999**Research Specialization:** International humanitarian law, international criminal law, special tribunals, terrorism/counterterrorism and national security law**Overseas Experience:** Perú, Iraq, Haiti, Kosovo, Afghanistan**Relevant Courses:** International Law Practice Lab (LAW 882; Practice Lab in Peruvian courts to directly experience international human rights issues and litigation in high-level cases of command responsibility), International Criminal Law (LAW 755), Advanced Topics in International Humanitarian Law (LAW 883)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- "The Proportionality Problem in Counterinsurgency Operations." *Israel Law Review*, forthcoming 2014.
- "Charging War Crimes: Policy & Prognosis." In *The Law and Practice of the International Criminal Court: A Critical Account of Challenges and Achievements*, edited by C. Stahn, forthcoming 2014.
- "The International Criminal Court: A Policy Prognosis for U.S. Cooperation." *Emory International Law Review*, 2014.
- "A Synthesis of Community Based Justice and Complementarity." In *International Criminal Justice and Local Ownership: Assessing the Impact of Justice Intervention*, edited by C. Stahn, 2013.
- "About That Genocide Indictment Proposal ..." *CNN World*, October 25, 2012.
- "Evolving Equality: The Development of the International Defense Bar." *Stanford Journal of International Law*, 2011.

Distinctions:

- Article of the Year, American Branch of International Association of Penal Law for "Evolving Equality: The Development of the International Defense Bar," 2011
- Previous students successfully prosecuted Fujimori in 2008-2009
- Wrote, coordinated and led the Law of Armed Conflict Competition for Military Academies, International Institute of Humanitarian Law, San Remo, Italy, 2003-2005
- Led international criminal law aspects of the Judicial Training Institute for senior Iraqi jurists in Baghdad (presently active in an advisory role to the Iraqi High Tribunal), 2003

Yolanda Redero

Appointed/Rank: 2002; Assistant Clinical Professor of Law**Education:** J.D., University of Minnesota, 1999**Experience:** Assistant State Attorney/Assistant Chief Domestic Violence Misdemeanor Unit, State Attorney's Office, Miami, FL 1999-2002**Research Specialization:** Domestic violence and access to justice in indigenous communities in Ecuador and immigrant communities in the United States**Overseas Experience:** Ecuador, Canada**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Domestic Violence Law, Family law**Percent of time devoted to Latin America:** 10**Distinctions:**

- Director, Vanderbilt Family Law and Domestic Violence legal clinic, 2012
- Best Interest of the Child Appointment, Juvenile Court appointment, 2012
- Chair, Provost's Task Force on Sexual Assaults, 2009-present
- Member, USAID-funded multi-disciplinary research project with Kichwa people in Ecuador, 2006

Randall Thomas

Appointed/Rank: 1999; John S. Beasley II. Professor of Law and Business; Director, Law & Business Program**Education:** J.D., University of Michigan Law School, 1985; Ph.D., Economics, University of Michigan, 1983**Academic Experience:** Visiting Professor, University of Auckland, School of Business, New Zealand 2012**Research Specialization:** Hedge fund shareholder activism, executive compensation, corporate voting, corporate litigation, and mergers and acquisitions**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 1**Percent of time devoted to Latin America:** 10**Recent Publications:**

- “International Executive Pay: Current Practices and Future Trends.” University of Naples conference, Naples, Italy, 2008; University of Sydney Law School, Sydney, Australia, 2009; LUISS University, Rome, Italy, 2009; Vanderbilt Law and Business Conference, Beijing, China, 2011.
- “Dodd-Frank’s Say on Pay: Will It Lead to a Greater Role for Shareholders in Corporate Governance?” FGV- São Paulo Law School, São Paulo, Brazil, 2013.

Distinctions:

- Winner Hall-Hartman Outstanding Professor Award, 2008-2009
- Sloan Foundation Grant to Study International Compensation Consulting Businesses, 2006
- Co-winner, Best Teacher Award, University of Michigan School of Law, 1996

Adriana Bialostozky

Appointed/Rank: 2004; Assistant Professor of Pediatrics, Clinical Physician, School of Medicine**Education:** M.D., National Autonomous University of México, 1993**Academic Experience:** Resident Supervisor, Nuestros Niños (primary care Latino clinic) 2004-2011; Physician in-charge, Social Security Institute of México Zinacantan Clinic-Chiapas 1993-1994**Research Specialization:** México; Comparative health in immigrant communities**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Spanish Language Pediatrics Clinic (PED 5760; Developed medical student curriculum)**Percent of time devoted to Latin America:** 50**Recent Publications and Presentations:**

- “Understanding *Sibilancias* (Wheezing) among Mexican American Parents.” *Journal of Asthma*, with S. Barkin, 2012.
- “Health related need of Latino Immigrants.” *Vanderbilt University Institute of Global Health Intercession Panel in Refugee and Immigrant Population*, 2012.
- “Asthma in the Latino Population.” Guest Speaker, Radio Progreso Community Center, 2012.
- “Does Asthma Equal ‘Asma’: An educational approach to understanding a Latino cultural perspective on identifying and treating asthma.” Presentation to Pediatric Academic Society, 2009.
- “Sexuality on Children and Adolescents with Disabilities.” Presentation and Panel discussion, 5th Annual Disability Services in the Hispanic Community Conference, 2009.

Distinctions:

- Recognized by Foreign Cultural Ministry of México, Consulate of México, for outstanding service to the Mexican community in Nashville, 2010
- Grant from VICTR Resource for software and analysis of Face to Face Interviews with Mexican American Parents of Children with Asthma, 2009
- Grant from the Scholastic Catalytic Fund for the project “Understanding Cultural Constructs of Mexican-American Children with Asthma,” 2008
- Grant from the Center for Population Research Demographic and Behavioral Sciences for “Does Asthma = Asma for Children of Migrant Farm Workers?” 2004

John W. Brock III

Appointed/Rank: 1983; Professor and Chief, Division of Pediatric Urologic Surgery; Director of Pediatric Urology; Monroe Carell Jr. Professor and Surgeon-in-Chief, Monroe Carell Jr. Children's Hospital at Vanderbilt

Education: M.D., Medical College of Georgia, 1978

Academic Experience: Member, Vanderbilt Kennedy Center, 2010-present

Research Specialization: Pediatric urology, reconstructive surgery, antenatal hydronephrosis, and bladder exstrophy; leads medical teams to Moore Center for Pediatric Surgery in Guatemala

Overseas Experience: Guatemala

Languages (5=Native, 1=Beginner): Spanish – 1

Percent of time devoted to Latin America: 15

Recent Publications:

- “Reflections from Latin America.” *IVU News*, 1998.
- “Prune Belly Syndrome.” In *Ashcroft's Pediatric Surgery* Sixth Edition, edited by G. W. Holcomb III, J.P. Murphy, and D. Ostlie, with H. A. Penn, in press 2013.

Distinctions:

- Grants from NIH/NICHHD for Multicenter/Trial of Fetal Myelomeningocele Repair Supplement and Follow-up of Children Enrolled in the Management of Myelomeningocele Study, 2007-2012/2011-2016
- Ranked #5 (2011) and #6 (2009, 2010) in *U.S. News and World Report* Ranking of Pediatric Urology
- America's Top Doctors by *Castle Connolly Medical Ltd.*, 2010

Kathryn L. Carlson

Appointed/Rank: 2010; Assistant Professor of Pediatrics, School of Medicine

Education: M.D., Washington University School of Medicine, 2004

Academic Experience: General Pediatrician, Lincoln Avenue Medical Clinic of the Yakima Valley Farm Workers Clinic, Yakima, Washington 2007- 2009

Research Specialization: General pediatrics; vaccine research in Latin America, Spanish language clinic at Vanderbilt's Children's Hospital

Overseas Experience: Honduras, Guatemala

Languages (5=Native, 1=Beginner): Spanish – 4

Relevant Courses: Spanish Language Pediatrics Clinic (PED 5760; Developed medical student curriculum); Pediatric Morbidity and Mortality in Developing Countries, Vanderbilt University Pediatric Residency Program, Noon Conference, 2010; Nutrition Elective Instructor, 2003-2004, Nutrition Elective Coordinator, 2000-2004, Washington University School of Medicine

Percent of time devoted to Latin America: 50

Recent Publications:

- “Improving Efficiency through EMR in Resident Clinics: A Quality Improvement Approach.” Poster Symposium presentation, Pediatric Academic Societies Annual Meeting, with S. McFadden, P. Lambiase, and S. Barkin, 2012.

Distinctions:

- Fellow, American Academy of Pediatrics, 2003-present
- Katie Dodd Faculty Scholar, 2011
- Medical Advisory Committee, Shalom Foundation/Moore Surgical Center in Guatemala, 2010-present
- Children's Village, Medical Advisory Board, 2008-2009

Ellen Wright Clayton

Appointed/Rank: 1988; Craig-Weaver Professor of Pediatrics; Rosalind E. Franklin Professor of Genetics and Health Policy; Professor of Law; Director/Co-Founder, Center for Biomedical Ethics and Society

Education: M.D., Harvard Medical School, 1985; J.D., Yale Law School, 1979

Academic Experience: Senior Fellow, Vanderbilt Institute for Public Policy Studies, Center for Health Policy and Senior Fellow, John F. Kennedy Center for Research on Human Development 1996-present; Visiting Professor, Tokai University School of Medicine, Tokyo 2013

Research Specialization: Law and genetics; the intersection of law, medicine, and public health; newborn screening; genetic testing for children and adults; guidelines to promote inclusion of children in clinical trials

Overseas Experience: México, Costa Rica

Languages (5=Native, 1=Beginner): Spanish – 3

Percent of time devoted to Latin America: 25

Recent Publications:

- *Bioethics and Law*, 2nd ed. Thompson-West Publishing Company, with M. Shapiro, R. Spece, and R. Dresser, 2002.
- “Genetics and Ethics in Pediatrics.” In *Medical Genetics in Pediatric Practice*, edited by R. Saul, with M. H. Lewis, in press 2012.
- “Adverse Effects of Vaccines: Evidence and Causality.” *Institute of Medicine Committee to Review Adverse Effects of Vaccines*, 2011.

Distinctions:

- Co- Investigator, NCR “The Vanderbilt Institute for Clinical and Translational Research (VICTR)” G. Bernard, PI, 2007-2012
- William G. Bartholome Award for Ethical Excellence, American Academy of Pediatrics, 2010
- Founding Member, Vanderbilt Academy for Excellence in Teaching, 2007
- Excellence in Resident Education, Department of Pediatrics, Vanderbilt School of Medicine, 2004

Pelayo Correa

Appointed/Rank: 2005; Anne Potter Wilson Professor of Cancer Research, Department of Pathology, Microbiology, and Immunology; Professor of Medicine

Education: M.D., Universidad de Antioquia, Medellín, Colombia, 1949

Academic Experience: Chairman of Pathology and Associate Dean at the Universidad del Valle School of Medicine, Colombia 1954-1970; Visiting scientist, National Cancer Institute 1970-1973; Boyd Professor of Pathology, Louisiana State University 1976-1996

Research Specialization: Pathology and epidemiology of gastric cancer and pre-malignant lesions; the role of the *Helicobacter pylori* bacteria in gastric cancer; longitudinal studies of gastric cancer in Colombian populations

Overseas Experience: Colombia

Languages (5=Native, 1=Beginner): Spanish – 5

Percent of time devoted to Latin America: 75

Recent Publications:

- “Gastric cancer: overview.” *Gastroenterology Clinics of North America*, 2013.
- “Risk of recurrent *Helicobacter pylori* infection 1 year after initial eradication therapy in 7 Latin American communities.” *Journal of the American Medical Association*, with D. R. Morgan, J. Torres, R. Sexton, R. Herrero, E. Salazar-Martínez, E. R. Greenberg, L. E. Bravo, R. L. Dominguez, C. Ferreccio, E. C. Lazcano-Ponce, M. M. Meza-Montenegro, E. M. Peña, R. Peña, M. E. Martínez, W. D. Chey, M. Valdivieso, G. L. Anderson, G. E. Goodman, J. J. Crowley, L. H. Baker, 2013.

Distinctions:

- American Gastroenterological Association Distinguished Achievement Award, 2013
- Jane Cooke Wright Lectureship, American Association for Cancer Research, 2012
- American Cancer Society Award on Cancer Epidemiology and Prevention
- Distinguished Achievement Award from the American Society of Preventive Oncology
- Presidential appointments to the President’s Cancer Panel and the National Cancer Advisory Board

Neerav Desai

Appointed/Rank: 2006; Assistant Professor of Pediatrics, School of Medicine**Education:** J.D., University of Minnesota, 1999; M.D., University of Tennessee Health Sciences Center, 2002**Research Specialization:** Adolescent Medicine; leader of Nicaragua Interdisciplinary Global Health course**Overseas Experience:** Ecuador, Canada, Nicaragua**Languages (5=Native, 1=Beginner):** Spanish – 2**Relevant Courses:** Global Health Nicaragua (VIGH 5255)**Percent of time devoted to Latin America:** 25**Posters and Presentations:**

- “Health Care and Safety Education Targeting Refugee Families in Nashville, TN,” North American Refugee Health Care Conference, 2013.
- “Nicaragua Interdisciplinary Global Health Course.” Council on Medical Student Education in Pediatrics (COMSEP) Annual Conference, 2013.
- “Nicaragua Global Health Education.” Annual Association of American Medical Colleges (AAMC) Conference, 2012.
- “Designing a Global Health Course Around a Short-Term Medical Mission Trip in Nicaragua to Develop Core Competencies.” Poster Presentation at the Learning Communities Institute meeting at Stanford University, with L. Fenlason, 2012.
- “Pregnancy Risk Factors for Latina Teens” Pediatric Academic Society National meeting, with Albin, 2010.

Distinctions:

- Vanderbilt University Medical Center Quality and Patient Safety Scholarship Recipient, 2013
- Academy for Excellence in Teaching Vanderbilt University, 2013-present
- Katherine Dodd Teaching Society, 2009-present

Quentin Eichbaum

Appointed/Rank: 2010; Associate Professor; Associate Director of Transfusion Medicine, Assistant Dean for Program Development; Associate Professor of Medical Education and Administration**Education:** M.M.H.C., Owen Business School, Vanderbilt University, 2013; M.D., Harvard Medical School & Massachusetts Institute of Technology, 2001; Ph.D., University of Cape Town Medical School, South Africa, 1990**Academic Experience:** Associate Investigator, College Master, Associate Professor of Medical Education, Associate Professor of Pathology, Microbiology and Immunology, Texas Tech University Health Sciences 2008-2010; Research Associate, University of Montreal 2008; Acting Assistant Director of Transfusion Medicine, Massachusetts General Hospital 2004-2005**Research Specialization:** Developing Central American immersion course for medical students; transfusion medicine; global health; medicine in limited-resource settings**Overseas Experience:** Guatemala**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *Transfusion Medicine: Diagnostic Standards of Care (Quality in Laboratory Diagnosis)*. Demos Press, with G. Booth and P. Young, 2013.
- *Vision: Essays on Our Collective Future by Students at Harvard University*. Editor, Dipylon Press, 2000.
- “Global health and Transfusion Medicine: Transfusion Medicine Education and Training in Developing Countries.” *Transfusion*, with Shah, Gonzales, Knox, Duits, Andrews, and Reilly, submitted 2013.
- “Ethics of Research in Developing Countries.” Section in *Economics of Malaria*, edited by J. Sachs and A. Spielman, World Health Organization.

Distinctions:

- Funding provided by HRSA, MEPI/PEPFAR, and the Office of the Global AIDS Coordinator to fund new medical schools in southern Africa: the Consortium of New Southern African Medical Schools, 2013-2014
- NIH PO1 Grant: co-investigator on Section 4, “PD-1 function, signaling, and regulation during viral infection,” 2008-present
- Patent pending for PD-1 Modulation and uses thereof, United States and Canada, 2010

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Lindy Fenlason

Appointed/Rank: 2012; Assistant Professor of Pediatrics, School of Medicine**Education:** M.D., Indiana University School of Medicine, 2005**Academic Experience:** Instructor, Perelman School of Medicine at the University of Pennsylvania 2011-2012**Research Specialization:** General Pediatrics; nutrition; co-leader of Nicaragua Global Health course**Overseas Experience:** Dominican Republic, Nicaragua**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Global Health Nicaragua (VIGH 5255)**Percent of time devoted to Latin America:** 50**Recent Publications and Invited Lectures:**

- “Social influences on self-reported physical activity in overweight Latino children.” *Clinical Pediatrics*, with S. B. Gesell, E. B. Reynolds, E. H. Ip, S. J. Pont, E. K. Poe, S. L. Barkin, 2008.
- “Improving Nutrition in Children in the Dominican Republic.” Lecture, Nutrition Center Seminar Series, Children’s Hospital of Philadelphia, 2011.
- “Managua, Nicaragua: Growing Potentials for Collaboration.” Lecture at Vanderbilt Institute of Global Health, 2012.
- “Nutritional Questions and Interventions in Latin America.” Lecture at Vanderbilt School of Medicine Latino Medical Student Association, 2012.
- “A Global Perspective on Children’s Health.” Lecture at Vanderbilt School of Nursing, 2013.

Distinctions:

- Consultant, Maní Plus: Vanderbilt Local Ready to Use Therapeutic Food Collaboration Project, Guatemala City, Guatemala, 2010-present
- Consultant, Manna Project International, Managua, Nicaragua, 2012-present

Oscar Gómez

Appointed/Rank: 2001; Assistant Professor of Pediatrics and Pathology, Microbiology, and Immunology, School of Medicine**Education:** M.D., National University of Columbia School of Medicine, 1986; Ph.D., University of Maryland School of Medicine, 1993**Academic Experience:** Assistant Professor, University of Iowa College of Medicine 2006-2011; Internship at the Hospital Universitario San Vicente de Paúl, in Medellín, Antioquia, Colombia**Research Specialization:** Pediatric Infectious Diseases; identifying and characterizing genes involved in the biosynthesis of virulence factors in enterotoxigenic *Escherichia coli* (ETEC) and identifying potential vaccine antigens. His laboratory focuses on the development of molecular diagnostics for *E. coli* diarrheal disease and molecular epidemiology of diarrheal illness**Overseas Experience:** Costa Rica, Colombia**Languages (5=Native, 1=Beginner):** Spanish – 5**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Enterotoxigenic *Escherichia coli* are Associated with Childhood Diarrhea in Colombia, South America.” *Journal of Infection in Developing Countries*, with C. P. Romero-Herazo and O. Arzuza, in press 2012.
- “Diarrheagenic *E. coli* in children from Costa Rica.” *American Society of Tropical Medicine and Hygiene*, with C. Perez, and M. L. Arias, 2010.

Distinctions:

- Faculty Advisor, Latino Medical Student Association, present
- Recipient, Robert Wood Johnson Foundation’s Harold Amos Medical Faculty Development grant, 2011

Douglas Heimburger

Appointed/Rank: 2009; Professor of Medicine; Associate Director of Vanderbilt Institute for Global Health**Education:** M.D., Vanderbilt University, 1978**Academic Experience:** Affiliated Faculty, Vanderbilt Center for Bioethics and Society 2012-present; Associate Director, Global Health Track of the MPH Program 2011-present; Professor, University of Alabama Birmingham 1997-2009**Research Specialization:** Health education and training; nutrition; working with CLAS to develop Central American medical immersion course**Overseas Experience:** Guatemala, México**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 5**Recent Publications:**

- *Handbook of Clinical Nutrition*, 4th Ed. Mosby Elsevier, edited with J. D. Ard, 2006.
- “Self-reported dietary intake and appetite predict early treatment outcome among low-BMI adults initiating HIV treatment in sub-Saharan Africa.” *Public Health Nutrition*, with J. R. Koethe, C. Bosire, M. Blevins, C. Nyirenda, E. K. Kabagambe, I. Zulu, W. Kasongo, A. Mwango, B. Shepherd, 2012.
- “Nutrition’s interface with health and disease.” In *Cecil Textbook of Medicine*, 24th ed., edited by L. Goldman, and A. I. Schafer, 2012.

Distinctions:

- PI for CDC-funded University of Guyana-Vanderbilt-UCSF MPH Program for Guyana, 2012-2017
- Co-PI for FIC/NIH-funded Vanderbilt-Zambia Network for Innovation in Global Health Technologies (VZNIGHT), 2012-2017
- Co-PI for FIC/NIH-funded Vanderbilt-Emory-Cornell-Duke Consortium for Global Health Fellows (VECDor), 2012-2017
- NIH Working Group on Implementing Nutrition Across the Continuum of Medical Education and Training, and Research, 2012

Elizabeth Heitman

Appointed/Rank: 2003; Associate Professor of Medicine; Associate Professor of Religious Studies; Associate Professor of Anesthesiology**Education:** Ph.D., Rice University, 1988**Academic Experience:** Associate Professor of Management and Policy Sciences Discipline, Surgery, and Biomedical Sciences, University of Texas Houston School of Public Health 1987-2002; Thomas J. Watson Fellowship, Brazilian Culture and Religion, Universidade Federal da Bahia, Salvador, Bahia, Brazil 1979-1980**Research Specialization:** Immigrant Communities; medical ethics in Latin America, particularly Costa Rica and Guatemala**Overseas Experience:** Brazil, Costa Rica, Guatemala**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4; French – 4**Relevant Courses:** Ethics in Global Health (IGHM 5244/MHS 311)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *The Ethical Dimensions of the Biological and Health Sciences*, 2nd ed. New York: Cambridge University Press, with R. E. Bulger and S. J. Reiser, 2002.
- “Twelve years of Fogarty-funded bioethics training in Latin America: achievements and challenges.” *Journal of Empirical Research in Human Research Ethics*, with C. Saenz, F. Luna, S. Litewka, K. Goodman, and R. Macklin, forthcoming in 2013.
- “Research ethics education for community engaged research: a review and research agenda.” *Journal of Empirical Research in Human Research Ethics*, with E. E. Anderson, S. Solomon, J. M. DuBois, C. B. Fisher, R. G. Kost, M. E. Lawless, C. Ramsey, B. Jones, A. Ammerman, L. F. Ross, 2012.

Distinctions:

- Vanderbilt University Medical Center Academy for Excellence in Teaching, 2012-present
- President’s Award for Mentoring Women, UT-Houston Health Science Center, 1999

Peter Martin

Appointed/Rank: 1986; Professor of Psychiatry and Pharmacology; Director, Addiction Center; Director, Division of Addiction Medicine; Director, Institute for Coffee Studies

Education: M.D., C.M., McGill University, 1975

Academic Experience: Investigator, Center for Integrative and Cognitive Neuroscience 2002-present; Scientist, Vanderbilt Brain Institute 2002-present; Investigator, Clinical Nutrition Research Unit 1995-present; Investigator, John F. Kennedy Center for Research on Human Development, Peabody College 1993-present

Research Specialization: Addictions; coffee studies

Overseas Experience: Colombia, Guatemala

Percent of time devoted to Latin America: 25

Recent Publications:

- “Discounting of future rewards and brain activation in healthy 10-14 year-olds.” *Biological Psychiatry*, with M. M. Benningfield, M. E. Ellsworth, J. U. Blackford, R. L. Cowan, in press 2013.
- “Coffee and cigarette consumption and perceived effects in recovering alcoholics participating in Alcoholics Anonymous in Nashville, Tennessee, USA.” *Alcoholism: Clinical and Experimental Research*, with M. S. Reich, M. S. Dietrich, A. J. Finlayson, and E. F. Fischer, 2008.

Distinctions:

- Editor-in-Chief, *Journal of Addictive Behaviors, Therapy & Rehabilitation*, 2012-present
 - Co-Investigator, NIH-funded “Prescribed Opioid Safety in Children,” Principal Investigator W. A. Ray, 2013-2017
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Douglas Morgan

Appointed/Rank: 2011; Associate Professor in the Division of Gastroenterology, Hepatology, and Nutrition, School of Medicine

Education: M.D., Case Western Reserve University, 1991

Academic Experience: Adjunct Associate Professor and Director, UNC Center for Latino Health (CELAH), University of North Carolina, Chapel Hill 1996-present

Research Specialization: Cancer epidemiology and prevention in Hispanic-Latino populations; current research on antibiotic treatments for *H. pylori* and gastric cancer in Central America

Overseas Experience: Honduras, Nicaragua, México, El Salvador

Languages (5=Native, 1=Beginner): Spanish – 4

Percent of time devoted to Latin America: 75

Recent Publications:

- “Community Diarrhea Incidence Before and After Rotavirus Vaccine Introduction in Nicaragua.” *American Journal of Tropical Medicine & Hygiene*, with S. Becker-Dreps, M. Meléndez, L. Liu, L. E. Zambrana, M. Paniagua, D. Weber, M. Hudgens, M. Cáceres, C. Källestål, F. Espinoza, R. Peña, 2013.
- “Gastric cancer incidence and mortality is associated with altitude in the mountainous regions of Pacific Latin America.” *Cancer Causes Control*, with J. Torres, P. Correa, C. Ferreccio, G. Hernandez, R. Herrero, M. Cavazzao, R. L. Dominguez, 2013.

Distinctions:

- Grant from NIH/NCI to work in Honduras and Nicaragua on the phylogeographic origins of *H. pylori* in gastric cancer and chronic gastritis patients in Central America, 2013-2015
- Principal Investigator Project funded by NIH/NIDDK, “Examination of the gastric microbiome in U.S. Hispanic individuals at high risk for gastric cancer,” Meharry Medical College and Vanderbilt, 2013-2015
- Principal Investigator for Vanderbilt Center in Molecular Toxicology Pilot Project funded by NIH/NIEHS to work in Honduras on the role of wood stove environmental exposures in gastric cancer, 2013-2014
- Ohtli Award, Government of México (the highest honorary award from the Government of México) for the creation of the UNC Center for Latino Health (CELAH) and innovation in health care in the service of North Carolina Hispanic-Latinos, 2011

Thomas Morgan

Appointed/Rank: 2008; Assistant Professor of Pediatrics, School of Medicine**Education:** M.D., Boston University, 1997**Academic Experience:** Assistant Professor, Department of Pediatrics, Washington University 2006-2008; Instructor, Department of Genetics, Yale University 2005-2006**Research Specialization:** Pediatric Health; Genetics of Complex Diseases; DNA Microarray Technology; Brazil**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 4**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Investigation of genetic risk factors for chronic adult diseases for association with preterm birth.” *Human Genetics*, with N. Falah, J. McElroy, V. Snegovskikh, C. J. Lockwood, E. Norwitz, J. C. Murray, E. Kuczyński, R. Menon, K. Teramo, L. J. Muglia, 2013.
- “Genetic Risk Score Does Not Correlate with Body Mass Index of Latina Women in a Clinical Trial.” *Clinical and Translational Science*, with K. R. Coenen, S. M. Karp, S.B. Gesell, M. S. Dietrich, S. L. Barkin, 2011.

Distinctions:

- Best Doctors in America, 2009-2013
- Manuscript Reviewer, *Lancet* and RAND Evidence-based Practice Center/PKU, 2012
- Co-investigator, “Growing Right Onto Wellness (GROW): Changing Early Childhood BMI Trajectories” NHLBI (PI: S. Barkin), current
- Co-Investigator, “Fetal outcomes following rheumatologic drug exposures in pregnancy” NIAMS (PI W. Cooper), current

Gina M. Perez

Appointed/Rank: 2005; Research Projects Manager, Vanderbilt Institute for Clinical and Translational Research (VICTR), Vanderbilt University Medical Center**Education:** Ph.D., Vanderbilt University, 2001**Academic Experience:** Program Manager, Vanderbilt AIDS Center, Vanderbilt Meharry Center for AIDS Research 2008-present**Research Specialization:** Current interests: Immigrant community in health care and clinical research, from Latin America, Africa, Asia, and Eastern European populations**Languages (5=Native, 1=Beginner):** Spanish – 4**Percent of time devoted to Latin America:** 15**Recent Publications:**

- “Structure-function analysis of TAF130: Identification and characterization of a high-affinity TATA Binding Protein interaction domain in the N terminus of yeast TAF(II)130.” *Molecular and Cellular Biology*, with Y. Bai, J.M. Beechem, P.A. Weil, 17, 1997.

Distinctions:

- Program Manager/Administrator for “Vanderbilt Meharry Center for AIDS Research” (PI: D’Aquila), 2006-2013
- Program Manager/Administrator for “Vanderbilt HIV Clinical Trials Unit” (PI: D’Aquila), 2007-2013
- Program Manager/Administrator for “Caribbean, Central, & South American Network for HIV Epidemiology (CCASAnet)” (PI: McGowan) funded by NIH/NIAID/NCI/NCCH, 2011-2016

Fernando Polack

Appointed/Rank: 2009; Cesar Milstein Professor of Pediatrics, School of Medicine**Education:** M.D., University of Buenos Aires School of Medicine, Argentina, 1990**Academic Experience:** Associate Professor, Johns Hopkins University School of Medicine 1996-2008**Research Specialization:** Infectious diseases; leader in respiratory syncytial virus (RSV) research worldwide; leads Vanderbilt's research with INFANT Foundation in Argentina**Overseas Experience:** Argentina**Languages (5=Native, 1=Beginner):** Spanish – 5**Percent of time devoted to Latin America:** 50**Recent Publications:**

- “T helper type 2 bias and type 17 suppression in primary dengue virus infection in infants and young children.” *Transactions of the Royal Society of Tropical Medicine and Hygiene*, with L. B. Talarico, J. Bugna, V. Wimmerauer, M. A. Espinoza, M. O. Quipildor, D. R. Hijano, M. Beccaria, V. Wurster, L. E. Cavagnaro, D. Martinez, G. Fattore, J. P. Batalle, P. L. Acosta, N. Reynoso, G. A. Melendi, F. A. Rey, R. Libster, 2013.
- “Pediatric hospitalizations due to influenza in 2010 in Argentina.” *New England Journal of Medicine*, with R. Libster, S. Coviello, M. L. Cavalieri, A. Morosi, N. Alabart, L. Alvarez, F. Ferrero, K. M. Edwards, 2010.

Distinctions:

- Named “Distinguished Citizen in the Field of Sciences” by the City of Buenos Aires, 2009
 - Director, INFANT Foundation and Pan-American Infant Network, a research and clinical program based in Buenos Aires, Argentina, 2003-present
 - Winner, Young Investigator Award from the Society for Pediatric Research, 2006
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Sten Vermund

Appointed/Rank: 2005; Director, Vanderbilt Institute for Global Health; Amos Christie Chair in Global Health; Professor of Pediatrics and Medicine, Medical School**Education:** Ph.D., Columbia University, 1990; M.D., Albert Einstein College of Medicine, 1977**Academic Experience:** Professor and Director of Division of Geographic Medicine, University of Alabama at Birmingham 1994-2005; Assistant Professor Albert Einstein College of Medicine 1985-1988**Research Specialization:** Diseases of poverty, tropical climates and health disparities**Overseas Experience:** Latin America and the Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 3**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Recruiting Trainees for a Global Health Research Workforce: The NIH Fogarty International Clinical Research Scholars Program Selection Process.” *American Journal of Tropical Medicine and Hygiene*, with D. C. Heimbarger, T. L. Warner, C. L. Carothers, M. Blevins, Y. Thomas, P. Gardner, A. Primack, in press 2013.
- “South-to-North, Cross-Disciplinary Training in Global Health Practice: Ten Years of Lessons Learned from an Infectious Disease Field Course in Jamaica.” *American Journal of Tropical Medicine and Hygiene*, with H. P. Scarlett, R. A. Nisbett, J. Stoler, B. C. Bain, M. P. Bhatta, T. Castle, J. Harbertson, S. K. Brodine, 2011.
- “Expansion of HIV and Syphilis into the Peruvian Amazon: A survey of four communities of an indigenous Amazonian ethnic group.” *International Journal of Infectious Disease* with E. C. Bartlett, C. Zavaleta, C. Fernández, H. Razuri, S. Vilcarromero, and E. Gotuzzo, 2008

Distinctions:

- Epidemiologist for Caribbean, Central and South America Network, establishes an International Epidemiologic Databases to Evaluate AIDS (IEDEA) consortium in Latin America/Caribbean, with Vanderbilt coordination at 7 centers (Haiti, Honduras, México, Brazil, Chile, Argentina, Perú), 2011-2016
- Norman J. Siegel New Member Outstanding Scientist Award, American Pediatric Society, 2013
- Editorial Board, *Current HIV Research*, 2012-present
- Drs. Anvar and Pari Velji Faculty Award for Teaching Excellence in Global Health, Global Health Education Consortium, 2011
- White House Consultant on President's Emergency Plan for AIDS Relief (PEPFAR) ten-year plan, 2006

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Carol Etherington

Appointed/Rank: 1981; Associate Director of Community Health Initiatives, Vanderbilt Institute for Global Health; Assistant Professor of Nursing, Vanderbilt University Center for Health, Medicine, and Society

Education: M.S.N., Vanderbilt University, 1975

Academic Experience: Director of Global Health Studies and Co-Director of Fogarty Framework Grant, Institute of Global Health 2006-2009; Forensic Nursing Faculty 2003-present

Research Specialization: Community health, immigrant populations in Nashville, psychosocial care in war-torn and natural disaster situations

Overseas Experience: Guatemala

Languages (5=Native, 1=Beginner): Spanish – 2

Relevant Courses: Foundations of Global Health (VIGH 398a), Foundational Skills in Global Health (PUBH 5541-01/ MHS 306)

Percent of time devoted to Latin America: 25

Recent Publications:

- “Building global health through a center without walls: the Vanderbilt Institute for Global Health.” *Academic Medicine*, with S. H. Vermund, V. V. Sahasrabudhe, S. V. Khedkar, Y. Jia, A. Vergara, 2008.

Distinctions:

- Martin Luther King Jr. Award, Vanderbilt University Medical Center, 2013
- President, USA Board of Doctors Without Borders, 2002-2004
- Lifetime Achievement Award, International Critical Incident Stress Foundation, 2009
- Distinguished Alumna of the Year, Vanderbilt University, 2007
- International Achievement Award, FNIF/International Council of Nursing, 2003
- Florence Nightingale Medal - International Red Cross, 1997-1998

Mavis Schorn

Appointed/Rank: 2002; Senior Associate Dean for Academics; Associate Professor, School of Nursing

Education: Ph.D., University of Kentucky, Lexington, 2008

Academic Experience: Program Director, Nurse-Midwifery 2006-2012; Certified Nurse Midwife Clinical Instructor, University of Texas Health Science Center Medical School 1990-1994

Research Specialization: Midwifery; has led nursing students to Guatemala through Project Pyramid

Overseas Experience: Guatemala

Percent of time devoted to Latin America: 25

Dissertations and theses supervised in past 5 years: 2

Recent Publications:

- “Third and fourth stages of labor.” In *Varney’s Midwifery* 5th ed., edited by T. King, et al., with T. L. King, at press 2013.
- “Delivery of babies in the emergency department.” Letter to the Editor, *Journal of Emergency Nursing*, with J. Wilbeck, 2013.
- “Advanced practice nursing for enduring health needs management: A global perspective.” *Nurse Education Today*, with L. Koskinen, I. Mikkonen, I. Graham, L. Norman, J. Richardson, E. Savage, 2012.

Distinctions:

- Excellence in PRC National Healthcare Award, Vanderbilt University Medical Center, 2013
- Five Pillar Leader Award, Vanderbilt University Medical Center, 2012
- Top Performer in PRC National Healthcare Award, Vanderbilt University Medical Center, 2012
- Tradition Meets Innovation Award, Vanderbilt University School of Nursing, 2011
- Nurse of the Year for Education, TN March of Dimes, 2010

Carol Ziegler

Appointed/Rank: 2012; Assistant Professor of Nursing**Education:** D.N.P., Vanderbilt University, 2012**Academic Experience:** Family Nurse Practitioner, Nutritionist, Faculty, Meharry Medical College 2007-present**Research Specialization:** Promoting Vanderbilt Nursing student exchanges to Latin America**Languages (5=Native, 1=Beginner):** Spanish – 2**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Travel-Related Illness.” *Critical Care Nursing Clinics of North America*, 2013.
- “The chest assessment and interpretation.” *Journal for Nurse Practitioners*, 2013.
- “Diets for successful aging.” *Clinics in Geriatric Medicine*, with M. Sidani, 2011.
- “Dietary n-3 polyunsaturated fatty acids enhance hormone ablation therapy in androgen-dependent prostate cancer.” *American Journal of Pathology*, with M. McEntee, et al., 2008.

Distinctions:

- Founding member of two nonprofits: ArtDocs and Kitwek Village Movement
-

David Owens

Appointed/Rank: 1998; Professor of the Practice of Management & Innovation; Faculty Director, VU Summer Business and Executive Development Institutes, Owen Graduate School of Management; Professor of the Practice of Engineering Management, School of Engineering**Education:** Ph.D., Stanford University, 1998**Academic Experience:** Faculty Innovation Fellow, Center for Innovation and Technology 2002-2000; Senior Research Fellow, Imagination Lab Foundation, Switzerland 2000-2005**Research Specialization:** Product development, innovation, organization design, and leadership**Percent of time devoted to Latin America:** 10**Recent Publications:**

- *Creative People Must Be Stopped: Six Ways We Stop Innovation (Without Even Trying)*. Jossey-Bass, 2012
- “A Workshop on Leadership for MD/PhD Students.” *Medical Education Online*, with E. J. Ciampa, A. A. Hunt, K. O. Arenson, D. A. Mordes, W. M. Oldham, K. Woo, M. D. Canon, and T. S. Dermody, 2011.
- “Escaped From the Lab: Innovation Practices in Large Organizations.” *Proceedings of the ACM SIGPLAN Conference on Object-Oriented Programming, Systems, Languages, and Applications* with S. Fraser, E. Harder, D. Mancl, Opdyke, D. Riehle, and L. Rising, 2008.

Distinctions:

- Grant recipient from Ingram Barge Marine Group for “Carbon Footprint and Life Cycle Assessment” to Vanderbilt Institute for Energy and the Environment, 2010
 - Grant recipient from Robert Wood Johnson Foundation for “Project Health Design” to Vanderbilt Center for Better Health, 2006
-

Miguel Palacios

Appointed/Rank: 2009; Assistant Professor of Finance, Owen Graduate School of Management**Education:** Ph.D., University of California, Berkeley, 2009**Experience:** Batten Fellow, The Batten Institute, The Darden School, University of Virginia 2001-2003; Physics Teacher, Colegio Los Nogales, Colombia 1997**Research Specialization:** Education financing, human capital and asset pricing, labor economics**Overseas Experience:** Chile, Colombia, Italy**Languages (5=Native, 1=Beginner):** Spanish – 5; Italian – 2**Percent of time devoted to Latin America:** 10**Recent Publications:**

- *Investing in Human Capital: A Capital Markets Approach to Student Funding*. Cambridge University Press, 2004.
- *Investing in Emerging Markets*. The Research Foundation of AIMR, with R. Bruner, R. Conroy, W. Li, and E. O'Halloran, 2003.

Distinctions:

- Outstanding Graduate Instructor Award, 2006-2007

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

James Schorr

Appointed/Rank: 2009; Adjunct Professor of Management, Owen Graduate School of Management**Education:** M.B.A., Northwestern University Kellogg School of Management, 1994**Academic Experience:** Senior Fellow in Social Entrepreneurship, University of California at Berkeley Haas School of Business 2007-2008/2012-present**Research Specialization:** Ethics and Social Responsibility, Entrepreneurship**Overseas Experience:** Guatemala**Languages (5=Native, 1=Beginner):** Spanish – 2**Relevant Courses:** Project Pyramid (MGT 599-B)**Percent of time devoted to Latin America:** 10**Recent Publications:**

- “Leadership Succession: A Case Study.” in *Succeeding at Social Enterprise*, 2010.
- “Social Enterprise 2.0: Moving Toward a Sustainable Model.” *Stanford Social Innovation Review*, 2006.
- “Five Transformational Leaders Discuss What They’ve Learned.” In *Creating a Culture of Collaboration*, International Association of Facilitators, 2006.

Distinctions:

- Board Chairman, Social Enterprise Alliance, Washington, D.C., 2008-present
- Founding Steering Committee Member, Social Enterprise World Forum, Glasgow, Scotland, 2008-present
- Co-Founder, Board Member/Chairman, Chair Emeritus, Net Impact, San Francisco, C.A., 1993-present
- Founding Curator, World Economic Forum Global Shapers Community, Nashville, USA, 2012-present
- Board of Directors, The Nature Conservancy (TN), 2009-2012
- Selected to White House Social Innovation Fund Expert Review Panel, 2012.
- Advisory Board, Global Social Venture Competition, 2001-2009
- Founding Partner & Board Member, Evergreen Lodge (Founding B Corporation in USA), 2005-08
- Owner, Mekong Blue Intl, a partnership with Stung Treng Women’s Development Center, Cambodia
- Co-Owner, Sun Studio (“The Birthplace of Rock & Roll”™), Memphis, TN.

Bart Victor

Appointed/Rank: 1999; Cal Turner Professor of Moral Leadership, Owen Graduate School of Management**Education:** Ph.D., University of North Carolina Chapel Hill, 1985**Academic Experience:** Professor, Institute of Management Development, Switzerland 1996-1999; Professor, Kenan-Flagler Business School, UNC Chapel Hill 1988-1997; Assistant Professor of Management, College of Business Administration, University of Nebraska-Lincoln 1985-1988**Research Specialization:** Ethics and social responsibility, communications, organization studies**Overseas Experience:** Guatemala, Colombia, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 2**Relevant Courses:** Project Pyramid (MGT 599-B)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- “High-end coffee and smallholding growers in Guatemala.” *Latin American Research Review*, with E. Fischer, forthcoming 2013.
- “Frustrated freedom: Dynamics of agency, opportunities, and well-being in rural Mozambique.” *World Development*, with E. Fischer, B. Cooil, A. Vergara, and M. Blevins, 2013.
- “Why Accountability in Social Entrepreneurship is Crucial.” *Social Entrepreneurship* volume 4, edited by T. S. Lyons, with M. Grimes, 2012.
- “Gifts Loans and Poverty: A Social Embeddedness View of Business Model Approaches to Poverty Alleviation.” *Values and Opportunities in Social Entrepreneurship*, edited by K. Hockerts, with W. Lucas, 2010.
- “Whistle-blowing among young employees: A life-course perspective.” *Journal of Business Ethics*, 2009.

Distinctions:

- Chairman of the Board, Center for Community Health Solutions, Vanderbilt University, 2010-present

Xiu Cravens

Appointed/Rank: 2008; Associate Dean for International Affairs and Assistant Professor of the Practice in the Department of Leadership, Policy, and Organizations, Peabody College of Education and Human Development

Education: Ph.D., Vanderbilt University, 2008

Academic Experience: Evaluator, Vanderbilt Center for Latin American Studies 2010-present; Co-Director, Vanderbilt U.S.-China Center for Education and Culture 2010-present

Research Specialization: Education reform policies; role of school leaders in a changing policy environment; cross-cultural transfer and generalization of leadership theories and their application

Overseas Experience: China

Languages (5=Native, 1=Beginner): Mandarin – 5

Relevant Courses: International Innovations in K-12 Policy Reform (IEPM 3120)

Percent of time devoted to Latin America: 15

Recent Publications:

- “The Cross-Cultural Validity of the Learning-Centered Leadership Framework and Its Assessment Instrument for Principals.” *Journal of Educational Administration*, in press 2014.
- “Vanderbilt Assessment of Leadership in Education: A new tool for principal evaluation and professional growth.” In *Tools for Improving Principals*, edited by J. Shen, with A. C. Porter, J. Murphy, E. Goldring, and S. N. Elliott, 2012.
- “Leadership, Learning-Centered School conditions, and Mathematics Achievement: What Can We Learn from TIMSS?” *Issues and Methodologies in Large-Scale Assessment*, with N. Dong, 2012.

Distinctions:

- Principal Investigator, U.S. State Department’s Humphrey Fellowship Program at Peabody College, 2009-present
- Administrator, *The Development and Validation of Vanderbilt Assessment of Leadership in Education™*, project funded by the U.S. Department of Education, 2009-2013
- Faculty Speaker, Peabody Professional Institute, 2006-present

Stella Flores

Appointed/Rank: 2007; Assistant Professor of Public Policy and Higher Education, Department of Leadership, Policy & Organizations, Peabody College of Education and Human Development

Education: Ed.D., Harvard Graduate School of Education, 2007

Academic Experience: Assistant Professor of Sociology 2009-present

Research Specialization: College access and completion policies for underrepresented and low-income students; immigrant and other English language learners; Minority-Serving Institutions; state and federal financial aid policies

Overseas Experience: Chile

Languages (5=Native, 1=Beginner): Spanish – 4

Relevant Courses: Post-Secondary Access (HEA 3150), Public Policy (HOD 1800), The College Student: Advanced (HLP 3240)

Percent of time devoted to Latin America: 25

Dissertations and theses supervised in past 5 years: 3

Recent Publications:

- *Legacies of Brown: Multiracial equity in American education*. Harvard Educational Review, edited with D. J. Carter and R. J. Reddick, 2004.
- “Race, ethnicity, and college success: Examining the continued significance of the Minority-Serving Institution.” *Educational Researcher*, with T. J. Park, 2013.
- “Legislative agenda setting for in-state resident tuition policies: Immigration, representation, and educational access.” *American Journal of Education*, with M. K. McLendon, and C. Mokher, 2011.

Distinctions:

- Vanderbilt University International Office Grant for “Can Percent Plans be Effective in Different Sociocultural Settings? An analysis of Chile’s College Preparatory Programs Using the Experience of Texas Top Ten Percent Plan,” with E. Treviño, University of Diego Portales, Santiago, Chile, 2013-2014.
- External Evaluator for Project PROPEL (Peabody metRO Partnership supporting English Language Learners), U.S. Department of Education’s Office of English Language Acquisition (Principal Investigators R. Jiménez and L. Pray), 2013.
- National Academy of Education/Spencer Foundation, Postdoctoral Fellow, 2010-2011

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Brian Heuser

Appointed/Rank: 2007; Assistant Professor of the Practice, Department of Leadership, Policy, and Organizations, Peabody College of Education and Human Development

Education: Ed.D., Peabody College, Vanderbilt University, 2007

Academic Experience: Senior Research Fellow and Advisor, Office of the Associate Provost and Dean of Students 2002-present; International Leadership Development Track Director, Human and Organizational Development 2008-present

Research Specialization: Comparative education, international organizations and economic development, education policy, and international service learning

Languages (5=Native, 1=Beginner): Spanish – 2

Relevant Courses: Global Dimensions of Community Development (HOD 2400), International Organizations and Economic Development (HOD 2420/IEPM 3110), Effectiveness in International For-Profit Organizations (HOD 2470)

Percent of time devoted to Latin America: 10

Recent Publications:

- “Evaluating Cross-National Metrics of Tertiary Graduation Rates for OECD Countries: A Case for Increasing Methodological Congruence and Data Comparability.” *Journal of College Student: Research, Theory & Practice*, with T. A. Drake and T. L. Owens, 2012.
- “Academic Social Cohesion within Higher Education.” *UNESCO Prospects*, 2007/2008.

Distinctions:

- National Panelist, Boren Fellowships Program of the National Security Education Program, 2012-present
- U.S. Embassy Policy Specialist Award, Republic of Georgia, U.S. Department of State and International Research and Exchanges Board (IREX), 2010
- Co-Founder/Faculty Program Director, Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE), South Africa 2007-2009

Stephen Heyneman

Appointed/Rank: 2000; Professor of International Education Policy in the Department of Leadership, Policy, and Organizations, Peabody College of Education and Human Development

Education: Ph.D., University of Chicago, 1975

Experience: Sociologist, Education Department of the World Bank 1977-1984; Division Chief and Lead Educator, Economic Development Institute and Human Resources, World Bank 1984-1998

Research Specialization: Comparative international education; has led education sector policy and operations for 23 years

Overseas Experience: Brazil, El Salvador, Chile, Bolivia, Nicaragua, and Guatemala

Languages (5=Native, 1=Beginner): Spanish – 2; Portuguese – 2; French – 3

Relevant Courses: Education and Economic Development (IEPM 3140), Comparative Issues in Higher Education (IEPM 3130), International/Comparative Issues in Education (LPO 3680/EHLP 3320)

Percent of time devoted to Latin America: 15

Dissertations and theses supervised in past 5 years: 5

Recent Publications:

- “Low cost Non-Government Schools for the Poor: What Public Policy Is Appropriate?” *International Journal of Economic Development*, with J. Stern, 2013.
- “World Class Universities: the Sector Policy Requirements.” In *Institutionalization of World Class University in Global Competition*, edited by J. C. Shin and B. M. Kehm, with J. Lee, 2013.
- “Reforma Educativa: o que é comum nos sistemas educacionais que deram certo” In *Reforma Educativa (Education Reform)*, Brasília: Comissão de Educação e Cultura da Câmara dos Deputados, Confederação do Comercio e Instituto Alfa e Beto, edited by S. P. Heyneman, C. L. Lee, A. Hilaynd, S. Schwartzman, and J. Oliveira, 2007.

Distinctions:

- Board Member and Associate Editor, *International Journal of Educational Development*

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Andrew Hostetler

Appointed/Rank: 2012; Assistant Professor of the Practice of Social Studies Education, Department of Teaching and Learning, Peabody College of Education and Human Development

Education: Ph.D., Kent State University, 2012

Academic Experience: Graduate Research Assistant and Teaching Fellow, Kent State University 2010-2012; Social Studies Teacher, Louisville High School 2004-2010, James Island Charter High School 2002-2003

Research Specialization: How educators teach and students learn civic engagement, active citizenship, and social justice in social studies education and its disciplines

Overseas Experience: England

Relevant Courses: Analysis of Teaching (EDUC 3170), Human Geography (SSED 2400/3400), Student Teaching Seminar: Secondary and Internship Seminar (SSED 2292/2007), Teaching/Advanced Teaching Social Studies in Secondary Schools (SSED 2370/2270), Practicum in Secondary Education III (SSED 2360/3360)

Percent of time devoted to Latin America: 5

Dissertations and theses supervised in past 5 years: 1

Recent Publications:

- “Design-based models of social studies teacher education: A case of school and community partnership for preparation programs.” In *Rethinking Social Studies Teacher Education for 21st Century Citizenship*, edited by A.R. Crowe and A. Cuenca, forthcoming 2014.
- “Using self-study as a framework to promote growth in the teacher candidate student teaching experience.” *Studying Teacher Education*, with T. S. Hawley, A. R. Crowe, E. Smith, A. Janosko, L. Koppes, T. Sprague, L. Ahlers, and A. Loudin, 2013.

Distinctions:

- Co-Author of the National Social Studies Teaching standards aligned with the Common Core and accreditation standards, 2014-2016
- Facilitator, Curriculum Development for Vanderbilt Center for Latin American Studies *La Camioneta* film institute for high school teachers, 2013

Robert T. Jiménez

Appointed/Rank: 2004; Professor of Language, Literacy, and Culture, Department of Teaching and Learning, Peabody College of Education and Human Development

Education: Ph.D., University of Illinois, Urbana-Champaign, 1992

Academic Experience: Associate Professor University of Illinois at Urbana-Champaign 1994-2004; Assistant Professor, University of Oregon 1990-1992

Research Specialization: Academic achievement of Latino students; transnational language and literacy practices

Overseas Experience: México

Languages (5=Native, 1=Beginner): Spanish – 4

Relevant Courses: Issues in ELL Education: Research, Policy, and Instruction (EDUC 3900)

Percent of time devoted to Latin America: 15

Dissertations and theses supervised in past 5 years: 1

Recent Publications:

- “Literacy and transnational migration.” In *The Encyclopedia of Applied Linguistics*, edited by C. A. Chapelle, with K. M. Leander and B. L. Teague, 2012.
- “Problematizing notions of best practice and teaching English language learners.” In *Handbook of Research on Teaching the Language Arts*, International Reading Association and National Council of Teachers of English, edited by D. Lapp and D. Fischer, with B. C. Rose, M. W. Cole, T. Flushman, 2011.

Distinctions:

- President of the Literacy Research Association, 2012-2013
- Principal Investigator for Project PROPEL (Peabody metRO Partnership supporting English Language Learners), a Department of Education Office of English Language Acquisition National Professional Development Program grant (with L. C. Pray), 2012
- Fulbright Specialist Award for proposal with colleagues at the Universidad Autónoma de Yucatan, 2011
- Joyce Morris Article Award from the History of Reading Special Interest Group of the International Reading Association for the article “Mesoamerican Literacies: Indigenous Writing Systems and Contemporary Possibilities,” with P. H. Smith, 2010
- Outstanding Reviewer Award for the Bilingual Research Journal, 2009

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Kevin Leander

Appointed/Rank: 2006; Associate Professor, Department of Teaching and Learning, Peabody College of Education and Human Development

Education: Ph.D., University of Illinois at Urbana-Champaign, 1999

Academic Experience: Development and Teaching Assistant for CTER Online Education Program, University of Chicago at Urbana-Champaign 1998-99

Research Specialization: Secondary English education; literacy, social space, technology and sociocultural theory

Overseas Experience: Brazil, Luxembourg, Italy, Norway

Languages (5=Native, 1=Beginner): Spanish – 2

Relevant Courses: Social and Psychological Foundations of Adolescent Literacy (ENED 3100); Sociocultural Theories of Literature (EDUC 3900); Action Research in Education (EDUC 3830)

Dissertations and theses supervised in the past 5 years: 13

Recent Publications:

- *Spatializing literacy research and practice*. Edited with M. Sheehy, 2004.
- “Multi-geographical circuits of affectivity: locating YouTube viewing practices of migrant youths,” with K. Leurs and M. De Haan. In *Locating emerging media*, edited by B. Aslinger and G. R. Halegoua, 2014.
- “Rereading ‘A Pedagogy of Multiliteracies: Texts, identities, and futures.’” *Journal of Literacy Research*, with G. Boldt, 2013.
- “The construction of ethnic boundaries in classroom interaction through the social space.” *Culture & Psychology*, with M. de Haan, 2011.

Distinctions:

- Awarded NSF RAPID Grant “Bridging Literacies in Urban Enhanced Spaces (BLUES)”, Co-Principal Investigator with R. Hall, 2013-2015
- “New media practices and school social spaces: Conceiving change.” Invited presentation to the Núcleo de Tecnologia Educacional para a Saúde. Universidade Federal do Rio de Janeiro, Brazil, 2011
- Robert Penn Warren Center Fellow, “Immigration and the American Experience,” 2009-2010

Sarah VanHooser Suiter

Appointed/Rank: 2009; Assistant Professor of the Practice, Department of Human and Organizational Development, Peabody College of Education and Human Development

Education: Ph.D., Vanderbilt University, 2009

Academic Experience: Director, Master’s Program in Community Development and Action, Peabody College; Senior Program Evaluator, Centerstone Research Institute 2012-2013; Postdoctoral Fellowship, Duke University Medical Center 2010

Research Specialization: Social determinants of health; community-based organizations and development; research methods and ethics

Overseas Experience: Argentina, Spain, Kenya

Languages (5=Native, 1=Beginner): Spanish – 2

Relevant Courses: Global Dimensions of Community Development (HOD 3640), Ethics for Community Research and Action (HOD 3200), Introduction to Human Services (HOD 2500), Program Evaluation (HOD 3300)

Recent Publications:

- *Magdalene House: A Place About Mercy*. 2012.
- “The Conversation Matrix: A tool for reflecting on family voice and participation in systems of care.” *Report on Emotional & Behavioral Disorders in Youth*, with H. Wallace, 2013.
- “Casa de Galilea: Evaluation of Program Processes and Outcomes.” Produced for Casa de Galilea, San Isidro, Argentina, with M. Brace, 2007.

Distinctions:

- Lead Research Writer, *Tennessee Statewide System of Care Implementation Grant (SAMHSA)*, Awarded to Tennessee Department of Mental Health and Substance Abuse Services, 2013
- Lead Grant Writer, *Exploring Student and Organizational Learning when an Interprofessional Team of Health Professional Students Work and Learn in a Community-based Setting*, Awarded to Siloam Family Health Center & Vanderbilt Program in Interprofessional Learning, Meharry-Vanderbilt Community Engaged Research Core, 2011-2012
- Honoring Excellence in Evaluation in Systems of Care Award, SAMHSA & Macro International, 2011

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

Zina Yzquierdo

Appointed/Rank: 2001; Research Assistant Professor, Department of Special Education and IRIS Center, Peabody College of Education and Human Development

Education: Ph.D., University of New México, 1995

Academic Experience: Coordinator and Instructor, University of New México 1995-1998

Research Specialization: Development of evidenced-based multi-media curriculums for pre-service and in-service educators that improve the education of students with learning disabilities and English language learners; parent engagement; licensed professional counseling; Spanish language fluency

Overseas Experience: Paraguay, Guatemala, Puerto Rico, Venezuela

Languages (5=Native, 1=Beginner): Spanish – 5

Relevant Courses:

Percent of time devoted to Latin America: 10

Recent Publications:

- *Instructor's resource manual and study guide for introduction to special education: Making a difference* (6th ed). Allyn & Bacon, edited with N. M. Sileo, N. C. Tyler, D. D. Smith, and A. Elleman, 2007.
- *Classroom diversity: An introduction to student differences*. IRIS Center for Training Enhancements, with N. Tyler, J. Brown, A. Harris, and K. Skow, 2013.
- "The IRIS Center's Reading Instruction Resources. Tennessee Reading Teacher." With J. Miller, 2010.
- *Diversifying the Special Education Workforce*. University of Florida, with N. Tyler, N. Lopez-Reyna, & S. Saunders, 2002.

Distinctions:

- Awarded Subcontract to TN State Personnel Development Grant, U.S. Dept. of Education, with N. C. Tyler, 2010-2012
- Presented Special Education Teacher Training to the Guatemalan Ministry of Education through the Joseph F. Kennedy, Jr. Foundation, 2005
- Alliance 2000 Technical Training Workshops in Puerto Rico, Texas, and Nevada, 1996-1997
- National Institute of Mental Health minority supplemental grant (with A. Kaiser), 1998-2001

PMF for Project-Specific Measures for NRC Applicants (1)

1. Collaborate with MSI and other regional partners through programs that build upon CLAS' strengths and foster exchange of knowledge; 2014-2018 (NRC Competitive Preference Priority 1)								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Broaden collaborations with MSI and other regional partners through programs that build upon CLAS' strengths and foster exchange of knowledge by: A. Increase number of students enrolled in LAS language instruction from partnering MSIs by 15%; B. Increase number of faculty involved in research collaborations; C. Increase number of MSI faculty and student participation in training workshops and cultural events; D. Increase number of affiliated faculty from MSIs	A. Expand priority language instruction: <ul style="list-style-type: none">• Introduce Portuguese language instruction at Tuskegee (See section 8B; 8B1)• Offer Portuguese language instruction at Fisk Univ: Portuguese Language Instruction (8B; 8B1) B. Increase research collaborations and exchange of knowledge: <ul style="list-style-type: none">• Add Visiting Resource Professor with Fisk Univ (8B1)• Increase participation (faculty, students, and public) in bioethics conferences with Tuskegee Univ and Meharry Medical College (8B1)• Add collaboration with TSU for Latin America Supply Chain (8B1)• Continue Gastric Cancer Research Project with							

Appendix 3: Vanderbilt University Center for Latin American Studies (PMF 1)

[illegible]

PMF for Project-Specific Measures for NRC Applicants (2)

1. Strengthen and expand teacher training to new areas through our regional collaborations (especially with MSIs); 2014 – 2018 (NRC Absolute Priority)								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Strengthen and expand teacher training to new areas through our regional collaborations (especially with MSIs) by: A: Increase teacher usage of online platforms and informational sharing by 15%; B: Increase participation of teachers of underserved student populations in professional development workshops/institutes; C: Increase number of teachers participating in regional professional development workshops/institutes by 10%; D. Increase number of teachers from non-traditional disciplines participating in	A: Establish digital or other innovative platforms for teacher training: <ul style="list-style-type: none">Develop online curriculum materials on specific themes (e.g., Guatemala and Coffee, Americas Award (See section 8B2; also 7A))Tele-tandem Distance Learning Portuguese for Spanish Teachers (8B2)Regional Webinar Workshops with UF and FIU (8B2)Create downloadable Educational Video Spots B. Host K-16 workshops on MSI partner campuses: <ul style="list-style-type: none">Host annual Black History Month workshops (rotating with Tuskegee, TSU, MTSU, Spelman) (7A)Host Summer Institute Series on Portuguese Language and Brazil with Tuskegee, Tulane, and UG-Athens (themes include Performance Arts; Land Use and Environment at Vanderbilt;							

Appendix 3: Vanderbilt University Center for Latin American Studies (PMF 2)

[illegible]

PMF for Project-Specific Measures for NRC Applicants (3)

1. Expand LCTL offerings for professional school students, MSI partners, and locally and regionally through innovative approaches and new technology; 2014-2018								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
Create economies of scale and expand reach to professional school students and MSIs by A. Increase number of professional school students with intermediate-level proficiency in Portuguese by 5-10%; B. Increase number of MSI students with intermediate-level proficiency in Portuguese; C. Increase total enrollments in LCTL courses;	A. Create opportunities (online, distance learning) for professional school students to study Portuguese: <ul style="list-style-type: none">Develop online modules for Portuguese instruction (See section 8B3; 4A1)Hire a graduate student instructor to lead weekly conversational practice (8B3)							
	B. Create opportunities for MSI students to study Portuguese: <ul style="list-style-type: none">Develop online modules for Portuguese instruction (8B3; 4A1)Hire a Portuguese instructor to lead weekly conversational practice at Fisk (8B3)Hire a Portuguese instructor to provide regular conversational practice at Tuskegee (8B3)							
	C. Expand LCTL instruction through distance learning collaborations and summer programs abroad: <ul style="list-style-type: none">Expand Mayan Language							

PMF for Project-Specific Measures for NRC Applicants (4)

1. Collaborate with our Peabody College of Education to train future teachers and education policy makers; 2014-2018 (NRC Competitive Preference Priority 2)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Development and enhance future teacher training by: A. Provide new training for pre-service (future) teachers annually; B. Increase the number of LAS certificate by Peabody grad students by 10% C. Increase cultural competency among future teachers	A. Create new training opportunities for future teachers: <ul style="list-style-type: none">Develop new Field Schools for Language and Social Studies future teachers with faculty in the Department of Teaching (See Section 8B4)Seed Joint Instructor position as a language pedagogy specialist in the Department of Teaching (8B4)Offer Curriculum Development Travel Grants to Education faculty teaching pre-service teachers (8B4)Recruit future teachers for participation in our K-12 workshops (8B4)Work with Peabody								

	<p>Partnership and the TN state government to train secondary school leaders (8B4)</p> <ul style="list-style-type: none">• Conduct Comparative Teacher Training in Core Standards (8B2) <p>B. Target future teachers for Certificate in LAS (2A3)</p> <p>C. Provide 1 cultural competency seminar per year led by LAS faculty for first-year cohort in Department of Teaching</p>								
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PMF for Project-Specific Measures for NRC Applicants (5)

1. Promote LAS across professional schools and trans-institutional collaboration through our “One Vanderbilt in Latin America” strategy; disseminate resources and knowledge on Latin America to general public; 2014 - 2018								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Promote LAS across professional schools and trans-institutional collaboration; disseminate resources and knowledge on Latin America to general public by: A. Increase the number of professional students conducting research or clinical work abroad by 10%, and enhance their knowledge of the region prior to travel; B. Increase the total number of professional students enrolled in LAS Certificate by 10%; C. Increase the number of professional school participants in CLAS sponsored campus events;	A: Develop new programs and courses to increase professional student experiences abroad; continue to target and enhance existing programs: <ul style="list-style-type: none">• Create Joint MPH/MA with Medicine with practicum in region (See section 3A2)• Develop Central America Chronic Disease field immersion course with Medicine (3A2; 8B5)• Hire graduate student Spanish language instructor to lead weekly conversational practice for students in Global Health Nicaragua course (4A1)• Provide 1 cultural competency seminar/year for students in Biomedical Engineering course to Guatemala (3A2)• Provide 1 cultural competency seminar/year for students in Practice Lab Law course to Peru (3A2)• Enhance Law exchange with FGV through							

<p>D. Increase LAS content in STEM disciplines, and language across the curriculum;</p> <p>E. Broaden research dissemination and increase participation in CLAS-sponsored public and cultural events</p>	<p>Portuguese language instruction (3A2; 8B3)</p> <ul style="list-style-type: none"> • Provide 1 cultural competency seminar/year for students in Project Pyramid and Americas MBA in Business (3A2) <p>B. Develop new certificates; continue to target professional students for existing LAS Certificate (2A3):</p> <ul style="list-style-type: none"> • Develop LAS Certificate in Law • Develop LAS Certificate in Medicine • Target pre-service Education students for LAS Certificate <p>C. Host conference series and other events in collaboration with professional schools and sciences:</p> <ul style="list-style-type: none"> • Establish a sciences roundtable series (1/year with themes such as Deforestation and Biodiversity in Brazil, Chronic Disease in Central America, Dengue in the Americas) (8B5) • Host Latin Case Competition with Business, 1/year (8B5) • Work with La Alianza law student association to host a conference (alternating years) • Collaborate with Music faculty to train students to 						
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	<p>perform Latin American pieces (alternating years)</p> <p>D. Increase LAS across the curriculum:</p> <ul style="list-style-type: none">• Establish a Visiting Resource Professor program (8B5, 4B2)• Establish Curriculum Development Travel Grants targeting STEM and Education (8B4; 8B5)• Create Vanderbilt in Costa Rica program (8B5) <p>E: Broaden research dissemination and host cultural events for the community:</p> <ul style="list-style-type: none">• Host one public conference per year (themes include Coffee; Gangs and Organized Crime; joint LAPOP and CIPR conference) (8B5; 8B2)• Increase marketing to promote digital archives housed at Vanderbilt (e.g., Manuel Zapata Olivella, Helguera, ESSSS (5B))• Co-sponsor Cultural Arts Events with local partners: Día de los Muertos with Cheekwood; Celebration of Cultures with Metro Parks, Popol Wuj Marionette Show with Nashville Public Library, Florencia en los Amazonas w/ Nashville Opera (7; 7C)								
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